REPORT RESUMES

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THE CHARACTERISTICS OF HARTNELL STUDENTS.

BY- SANDGREN, DUANE

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DESCRIPTORS- *JUNIOR COLLEGES, *STUDENT CHARACTERISTICS, *GRADUATE SURVEYS, *CHEATING, *COLLEGE ENTRANCE EXAMINATIONS, FOLLOWUP STUDIES, STUDENT OPINION, STUDENT PROBLEMS, ADJUSTMENT PROBLEMS, STUDENT REACTION, STUDENT COLLEGE RELATIONSHIP, SAT, ACT, COOPERATIVE ENGLISH TEST, DAVIS READING TEST, SCAT, MOONEY PROBLEM CHECK LIST,

FOUR MAJOR STUDIES OF THE CHARACTERISTICS OF HARTNELL COLLEGE STUDENTS WERE MADE DURING THE 1965-66 YEAR. (1) SCORES WERE REPORTED FOR A VARIETY OF ENTRANCE TESTS (AMERICAN COLLEGE TESTING PROGRAM, SCHOLASTIC APTITUDE TEST, SCHOOL AND COLLEGE ABILITY TESTS, COOPERATIVE ENGLISH TEST, AND DAVIS READING TEST), AND A PROFILE OF THE TYPICAL ENTERING FRESHMAN WAS COMPILED, ACCOMPANIED BY TABULATED INFORMATION ABOUT AGE, MARITAL AND DATING STATUS, FAMILY INCOME, PLANS AND GOALS, AND HIGH SCHOOL GRADES. (2) THE MOONEY PROBLEM CHECK LIST WAS ADMINISTERED TO 448 FRESHMEN. PROBLEMS IDENTIFIED AS "SERIOUS" OR "COMMON" WERE TABULATED, AND STUDENTS' COMMENTS WERE LISTED. (3) A SURVEY OF GRADUATES' OPINIONS ABOUT CHEATING DURING EXAMINATIONS INCLUDED THEIR IDEAS ABOUT THE INCIDENCE OF CHEATING, PENALTIES, IMPROVEMENT OF EXAMINATION PROCEDURES, THE HONOR SYSTEM, AND SOLUTIONS FOR CHEATING PROBLEMS. (4) A FOLLOWUP STUDY OF THE CLASSES OF 1956, 1961, AND 1965 PROVIDED INFORMATION ABOUT SUCCESS OF TRANSFER STUDENTS, OCCUPATIONS, ADEQUACY OF THE JUNIOR COLLEGE PROGRAM, FUTURE PLANS, OPINIONS ABOUT COCURRICULAR PROGRAMS, AND GENERAL REACTIONS TO THE JUNIOR COLLEGE EXPERIENCE. (WO)

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A FOLLOW-UP STUDY OF OUR STUDENTS

by

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UNIVERSITY OF CALIF.
LOS ANGELES

JAN 06 1967

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

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This study is one of a series:

THE CHARACTERISTICS OF HARTNELL STUDENTS, Studies Made During the 1965-66 School Year of the Student Population of Hartnell College

The Academic Abilities of Students and Freshman Class Profile

The Problems of Students

Cheating Survey

A Follow-up Study of Our Students

This is a collection of the studies of Hartnell students past and present that have been made by the Dean of Counseling during the past year.

While this is a bulky collection of pages, the studies are by no means exhaustive. There are great gaps in our knowledge of our students which we cannot fill because we lack the time, clerical help and computing and collating equipment necessary to make such investigations:

1. What happens to our dropouts?
2. What happens to those who transfer without graduating?
3. Have high school, junior college and senior college grades correlated?
4. What changes in majors do students make and how does this change in major affect academic performance?
5. How does socio-economic background of our students affect their level of aspirations and their achievement.
6. How well do such measurements of aptitude and achievement as English placement test scores, ACT scores and high school grades predict scholastic achievement at Hartnell?

V. A FOLLOW-UP STUDY OF OUR STUDENTS

V. A FOLLOW-UP STUDY OF HARTNELL GRADUATES OF 1956, 1961 and 1965

If a summary of student feeling toward Hartnell as expressed in our follow-up study of the graduates of five, ten and one year ago were to be made, it might be this: Our graduates remember us fondly but they are becoming increasingly critical of us.

This criticism does not necessarily indicate that we have become worse; it may indicate that the colleges to which our students transfer are becoming more difficult.

Graduates of the past most often indicate that our weaknesses are in these areas:

Grading too lenient
Not enough outside reading
Not enough research required
Testing inadequate
Not enough essay examinations
Inadequate counseling
High school atmosphere

Our strengths are those in which we may properly take pride:

Excellent instructors
College atmosphere
High personal and professional interest
in our students
Preparing well for transfer

Whether these laudatory and derogatory comments are true or not, we must surely consider them thoughtfully. It seems that our strengths are also our weaknesses. We do not require enough of our students yet we prepare them well for the future. We are too much like a high school, yet we are a good introduction to college. We do not give adequate counseling for transfer students yet transfer students receive credit for all the courses taken.

One criticism of counseling stated, "The counseling was not complete. If I had not checked on my own, I would have lacked some necessary courses when I transferred." By the usual measurement of success in counseling, this student had been counseled successfully, i.e., he became able to solve his own problems.

HARTNELL COLLEGE FOLLOW-UP STUDY

Classes Studied and Class Size

Year	Number
1956	153
1961	152
1965	251

Number of Questionnaires Mailed--556

QUESTIONNAIRES RETURNED

Class	Number	Percent
1956	77	49%
1961	76	50%
1965	151	60%
TOTAL	304	54%

Percent return last year 52%

Percent return 2 years ago 58%

Current Place of Residence: *

Year	In District		Out of District but in California		Out of State		Out of U.S.	
	No.	%	No.	%	No.	%	No.	%
1956	21	62%	48	27%	7	9.5%	1	1.5%
1961	39	51%	29	38%	6	8%	2	3%
1965	94	62%	43	30%	11	6%	3	2%

TRANSFER STUDENTS

1. **Number transferred to four-year college:**

(Transfer students comprise 65% of the total returns.)

Year		Number	Percent
1956	Men	40	80%
	Women	9	20%
	TOTAL	49	65%
1961	Men	27	56%
	Women	21	44%
	TOTAL	48	63%
1965	Men	52	64%
	Women	30	36%
	TOTAL	82	54%

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*Percentages are based on the number of replies received in each category, not the number of questionnaires sent out, i.e., sixty-seven percent of the transfer students who replied were men.

2. Occupations entered by transfer students:
   (1956) Teaching (7); Housewife (4); Civil Engineer (2); Engineer (2); Mechanical Engineer (2); Accountant; Air Force Officer; Architect; Art Director; Auditor; Banker; Bookkeeper; Buyer; County Planner; Department Manager; Electronics; Engineer; Engineer Technician; Field Engineer; Food and Drug Inspector; Foreman; Insurance Adjustor; Instructor-Body & Fender; Librarian; Machine Operator; Newspaper Reporter; Personnel Director; Pharmacist; Production Supervisor; Research Engineer; Salesman, Safety Engineer; Sales Representative; Truck Station Owner.

   (1961) Teaching (12); Student (7); Housewife (5); Accountant (2); Air Force; Buyer; Chancellor's Office; Cosmetologist; Farmer; Laboratory; Technician; Legal Secretary; Payroll Clerk; Ranching; Sales; Sales Representative; Social Worker; Statistician; Supervisor; Technician.

3. Majors of students transferring to four-year colleges:
   (1956) Education (10); Business Administration (4); Accounting (3); Electronics (2); Engineering (2); Advertising Design; Auto Mechanics (2); Architecture; Biological Science; Botany; Business; Business and Industrial Management; Chemical Engineering; Child Development; Chemistry; Civil Engineering; Engineering Business; Geology; History; Marketing; Mechanical Engineering; Personnel Management; Pharmacy; Political Science; Psychology; Pre-Dentistry; Residential Construction; Speech-Drama.

   (1961) Education (16); Business Administration (2); Animal Husbandry (2); Biology (2); Business & Industrial Management; Accounting; Crop Production; Chemistry; Drama; Economics; English; Engineering; History; Home Economics; Industrial Arts; Interdisciplinary Studies in Social Science; Recreation and Youth Leadership; Sociology; Social Sciences.

   (1965) Business Administration (7); Social Science (6); Physical Education (3); History (3); Accounting (3); Psychology (3); Aeronautical Technology; Agri-Business Management; Art; Asian Studies; Business Management; Civil Engineering; Chemistry; Computer Science; Economics; English; Education; Electronic Engineering; Environmental Biology; Finance; Fisheries; Forest Management; Farm Management; Geology; Game Management; Industrial Arts; Literature; Liveral Arts; Library Science; Medical Technology; Music; Mechanical Engineering; Journalism; Occupational Therapy; Ornamental Horticulture; Physical Sciences; Political Science; Pre-Med; Philosophy; Physical Therapy; Secretarial; Sociology; Spanish; Transportation Management; Speech & Drama.

4. Four-year colleges attended:
   (1956) San Jose State College (21); U.C.-Berkeley (8); U.C.-Santa Barbara; U.C.-Davis; Cal Poly (3); Fresno State (2); California School of Fine Arts; Humboldt State; Michigan State; Sacramento State ; Santa Clara; San Diego State University; University of the Pacific; University of Santa Clara; University of San Francisco; University of Southern California.

   (1961) San Jose State (21); Cal Poly (4); Fresno State (4); U.C.-Los Angeles; U.C.-Berkeley; U.C.-Davis; U.C.-Santa Barbara; Chico State; Lewis and Clark; San Francisco State; Whitworth; University of Iowa; University of Miami; University of Nevada; University of Oregon.

4. Four-year colleges attended:
(1965) San Francisco State (11); Cal Poly (6); Fresno State (6); San Jose State (5); U.C.-Berkeley (3); U.C.-Davis; U.C.-Santa Barbara; U.C.-Santa Cruz; Cal. State at Hayward (4); Cal. State at Fullerton; University of Hawaii (2); Humboldt State (2); San Fernando Valley State (2); Armstrong College; Bryant & Stratton College of Commerce; Chico State; Florida State; Healds Business College; Letourneau College; Long Beach; Mississippi College; Sacramento State; Pacific Union College; Stanislaus State College; University of Colorado; University of New Mexico; University of Oklahoma; University of Santa Clara; University of Southern California; Westmount College; Western State College.

5. Reasons given by 1965 graduates for choice of four-year college: *
-Good department in my major field. (32)
-Scholarship (3)
-NDEA Loan
-Overall low costs - school fees, housing.
-Small, good reputation.
-Size, location, recommendation of major dept.
-Because of its smallness.(2)
-I like the campus, friendly attitude of people.
-I thought I would like the school and climate.
-I wished to go to this college because of the seminar-type classes, the excellent faculty, the pioneer idea, close student-faculty relationship, the pass-fail system, the location (away from civilization), the selectivity of students.
-Quarter system, bay area.
-Close, large faculty (also, a very good one) in Eng. and Phil. department
-The Psych. Dept. is good, the Berkeley student community is good, and the school as a whole has an excellent academic reputation.
-I went here my Freshman and wanted to transfer back because of the great curriculum.
-Highly recommended by relations and former students.
-Because of high academic standing and Christian atmosphere as well as no impersonality.
-Because it is a Christian College offering a good Aero. Tech course.
-because I wanted to attend a Christian School
-Good school and Davis has an enjoyable setting for family life.
-Because it is close to my home in Salinas.
-Because I was born in Miss. and I've always wanted to go back.
-No real reason--not far away.
-For reason of employment in the locality.
-Near my present job.
-undergraduate work
-obtain Bachelor of Arts Degree
-Had barely a 2.0 GPA and also it is small so more attention by instructor
-Was only school accepted to.

6. Number of transfer students who graduated from four-year college:

	Number	Percent
1956	38	81%
1961	40	83%

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*Student comments may be excerpts not the complete statements, but the style, spelling, punctuation are as originally written.

7. Reasons given by students transferring to a four-year college for not graduating:

(1956)
- Decided to work full time. (2)
- Money--want of family--wanted to get started
- Position offer before graduation and I hope to eventually complete my remaining credits.
- Financial problem and US Army
- I married and became pregnant while student teaching.
- Still attending
- Low grade point average

(1961)
- Will graduate in spring of 1966 (3)
- Student
- Still attending school part-time
- Marriage (5)
- Decided that I did not want to be a teacher--also I married
- Military service
- I am still lacking 13 units for a B.A.
- Drop out after 1 semester.
- Out of funds

8. Number of transfer students feeling that Hartnell adequately prepared them for four-year college:

	Number	Percent
1956	39	83%
1961	41	85%
1965	66	84%

9. Reasons given for Hartnell's good preparation:

(1956)
- Small classes (3)
- Close student-teacher relationship (3)
- Good counseling (3)
- Outstanding faculty
- Looking back, I would szy it was the desire and concern of the instructors to guide the students. I missed this greatly at Cal.
- In thinking back I think the entire academic program administered by a more than adequate instructional staff was beneficial.
- The high quality of instruction at Hartnell made the transition to San Jose State seem more like a continuation of studies rather than a big step up to a four-year college.
- Hartnell Grads (at San Jose State) seemed to have a somewhat better grasp of basic "why's" and "wherefore's" (fundamentals) than many grads of other J.C.'s with whom I came in contact (my experience was mainly in technical (Engr) course work).
- Type of classes where note taking was necessary. Practice in doing research papers.
- Hartnell curriculum geared to University of California standards.
- A professor who had high standards and gave me a low grade which provided a shock effect. A professor who stimulated my interest in world literature. Two instructors who showed personal interest in my future and offered helpful suggestions.

9. Reasons given for Hartnell's good preparation:

(1956)

- A few instructors who were motivated to teach--esp. math, english, (although I did poorly) and a nature study course.
- Certain professors stressed independence and study habits which are so important and helped facilitate the transition from high school to college.
- All lower division courses very good.
- Thoroughly taught lower division courses with required projects in each individual course.
- Basic fundamentals in lower division work.
- Solid background in learning how to study; basic understanding of lower division work.
- The whole lower division program was adequate in its concept of general introduction to a liberal education.
- I was able to complete all my required lower division courses at Hartnell and all courses and units were transferable and accepted at the colleges I transferred to. The courses at Hartnell were very good and taught by an outstanding faculty.
- Lower division courses were better presented at Hartnell than at State. I feel that most transfers from Hartnell had a better fundamental background than the 4 year students.
- All of my units were transferable and were accepted at San Jose.
- The quality and the intensity of instruction, but I feel there were too few reports.
- Humanities and general art studies (Found later still pursuant to my interests from Hi School)
- I have been able to use both Auto body and fender and minor courses in my field and are very helpful in present jobs.
- My business courses, group activities, etc.--undertaken after 1955 helped most in upper division Bus. Admin.
- The business courses I took in accounting law and economics were helpful.
- All biological sciences and especially Chemistry.
- Chemistry, Math, English, French, Political Science
- Strong background in Physics, Chemistry and English
- Science and business courses
- (1) Chemistry, Prof. Holmes, (2) Drafting, Prof. Bullis, (3) Math, Prof. Swanson, (4) Physics, Prof. Anselmo.
- Science Background---Good, especial Chemistry
- Geol. 1A, 1B--Special Projects--Chem. 1A, 1B--Surveying
- High standards in Hartnell science courses, particularly Chemistry and Zoology
- Basic Engineering and Math
- The courses were excellent
- As well as any school could have.

(1961)

- Small classes (4)
- More individual instruction, high standards, variety in methods (3)
- Small classes, good teachers, adequate library, opportunity to investigate college without investing total financial recources.
- The individual help and encouragement which I received from my instructors.
- Adequate personal attention and at the same time academic independence.
- The quality of work that was demanded by our instructors made upper division work much easier than expected.

9. Reasons given for Hartnell's good preparation:
(1961)

- The most helpful of all was the presence at Hartnell of a highly competent student-oriented faculty who attempted to provide a stimulating atmosphere for learning.
- High academic standards of Hartnell professors. High lower division standards.
- Getting the basic background from the more advanced courses. Encouragement from most instructors kept me going.
- I would say all the courses helped since I kept the same major after transferring to Cal Poly. By helped, I mean by giving me a foundation in my field.
- When I attended Hartnell I transferred to Fresno State. I came in under old plan of transfer--Hartnell credits were accepted. I had to take only three lower division classes when I transferred, all Hartnell credits were accepted. The situation may have changed at the present time. I believe now FSC requires more rigid lower div. classes than they did when I transferred.
- I had all my lower division work completed before I entered San Jose State.
- I feel that all the courses taken were helpful for upper division work. The science courses were of special help.
- The general education classes were adequate and completely out of the way upon my graduation from Hartnell.
- The general knowledge I gained in the lower division courses helped me. I also found that the elementary science courses were coordinated closely with those of San Jose State.
- Adequate lower division courses that were transferable and prepared me for upper division work and strong competition in my junior and senior year.
- The lower division classes were more than adequate. What helped me in the State college most was the quality of work received at Hartnell.
- Hartnell gives you a well-rounded education. When you enter a four year college, you are prepared for the stiff competition that you must face.
- Course work adequate and accepted.
- The absence of intense pressure on students which is found at large universities such as U.C.L.A. and Cal at Berkeley.
- Yes, my grade at Fresno State were at least .8 higher.
- All of the general education courses--U.S. History, Political Science, English and Psychology.
- Good course in English and Math. Good instructors, small school with good student faculty feelings.
- English courses, Science courses, Home Ec. courses
- English 1A and 1B, Literature Survey (World and English), History 4B, Sociology, Anthropology, Speech, etc.
- The best dept. in my opinion was the English dept.--Mr. Decker and others, fulfilled my need in English structure, and writing technique.
- English Lit. -- Playhouse Productions
- English 1A, 1B, with strong emphasis on essay expression, also Engl. 46A-B with emphasis on reading specialized works.
- Economics and Accounting--These courses were well taught and provided a solid foundation as well as English and Science.
- Economics, Entomology and other subjects were transferable and fitted in my curriculum at Cal Poly very well.
- Economics 1A and 1B from Mr. Bengston. It was a more difficult course than any upper division course that I ever had. The midterms and finals were very hard but they gave good preparation & experience for future tests at San Jose State.
- The foundation in basic economics acquired at Hartnell was very sound.
- Biological Science Dept. - Science Dept. - Botany, Entomology, Geology, Chem.

9. Reasons given for Hartnell's good preparation:

(1961)

- -Particularly the biological sciences, perhaps since one interest is in these areas. Drs. Feder and Wilson are very fine people. Good background also in Chemistry--Drs. Holmes and Townsend.
- -My courses in all Social Science subjects were very helpful and also my English courses helped me a great deal in passing the colleges upper division written English test, which was necessary before anyone can be granted a degree.
- -Nature Study and Intro. to Education (40).
- -Nature Study, Physical Science.
- -Math, English, Science & Shop
- -Gladys Schmidt--for personal encouragement and inspiration and the Monterey Pomona Grange Scholarship for financial encouragement.
- -

(1965)

- -Entire curriculum on whole--my background seems to equal or excel that of students in my classes.
- -The lower division and general education requirements were very adequate.
- -General cirriculum and teaching excellent.
- -Concentration on studies on a collegate level; outstanding professors; adequate library facilities (especially Mounkes, Perry, Wilson, Decker, Muldoon, Bedford).
- -Courses given at Hartnell were comparable to those at SFSC, thus creating few transfer difficulties.
- -General requirement courses are the best. Give a good background for other related classes.
- -Part would be because, the high rating the college had with the college I was attending.
- -All the courses I took were adequately presented.
- -My Advisors had me take exactly the courses I needed so that when I entered Chico I was completely prepared for upper-division work.
- -The parts some particular Professors stressed; that is, creative thinking.
- -At Hartnell taking specific courses was not as important as taking the courses offered by the better instructors--Bedford, Perry, Lucas, Jensen were among the best instructors I have had; they provide the incentive needed to succeed.
- -The close association with faculty plus small classes helped to improve my learning capabilities.
- -The close student teacher relationship.
- -I feel all of the Professors were excellent in their teaching methods.
- -Close contact with instructors. Gave us just about the right amount of homework. I feel that I was able to learn a lot from each class.
- -The teachers I had were good ones and for the most part made me realize it was up to me to learn the material presented by them.
- -Several of the fine teachers.
- -I only had arts & sciences at Hartnell, so preparation for my major was not satisfactory. Nothing was lacking directly, I just didn't have any business background.
- -The tough English dept. and top-grade instructors initiated me to what was expected of an upper division student. You have an excellent faculty.
- -English department and Science department made high demands of the students.
- -Quality English instruction in all the classes I took from that department.
- -English Composition courses and other miscellaneous courses.

9. Reasons given for Hartnell's good preparation:
(1965)
- -Mr. Lucas, English 1A; Mr. Puck, Geology; not course material but class notes. All math classes - a way of thinking.
- -I have a very good background in Literature, philosophy and the social sciences.
- -Yes, in what was offered. I found Mr. Decker, Cassady, Lucas (WorldLiterature) to be excellent teachers.
- -English, Economics, Government, and Chemistry (Instructors were sincerely interested) in presenting information.
- -The presentation of Physics 4A,B,C, and graphical representation of functions and conditions and nomography.
- -The good assistance by the Social Science Professors.
- -Fairly good scientific and Engineering background.
- -It was helpful in giving me a background of knowledge to build in, especially in Zoology, History and English.
- -Geology 1A and 1B taught by Mr. Puck.
- -Good science dept., esp. Dr. Feder, Dr. Holmes
- -Zoology, Chemistry and Math were the most helpful. Soils was also very helpful.
- -Classes taken from Drs. Burrows, Samsonow and Bedford were especially helpful.
- -Education 40, Elementary Art technology, Music Fundamentals, Sociology, Psychology.
- -The sciences of education Social science classes were very helpful for preparation.
- -Many of the History courses and the way in which they were taught.
- -My psychology courses were acceptionally good, English good, History poor. Biology good.
- -Psych 1A
- -Business courses
- -Provided adequate background in Accounting and Economics for upper division courses in Accounting and Finance. Applied sociology principles to course in Management.
- -The Business course I took at Hartnell. My shorthand and typing rules are instilled in my memory.
- -Business courses run parallel to the courses offered at state.
- -Color and design, psychology and drawing and composition--as well as general ed. courses.
- -Journalism courses.
- -The Spanish courses and the background was laid firmly through the general education courses.
- -Needed more emphasis on skills; imagination in sports; needed more leadership training.
- -The Agri. courses I took, plus economics
- -Transitional phase between high school and a University.
- -It gave me a chance to see and adjust to college life. It also gave me a chance to see and decide whether I wanted to continue on in school.
- -Study habits were establish during years at Hartnell--psychology most helpful of all.
- -Get rid of lower division requirement while living at home (financially) saved money. Instructor could spend more time with students.
- -Learning to socialize and just attending school.
- -Two years free education--a group of teachers that for the most part encouraged me to think.

9. Reasons given for Hartnell's good preparation:
(1965)
-Tests are mostly same type.
-Essay exams -- sruvey courses.
-Certain courses (2)
-I completed all my undergraduate work at Hartnell.
-Good preparation for continuation of major field of interest.
-Basic courses i.e., English, Chem., H. Ed., etc.
-Hartnell offered the necessary curriculum. Also the teachers at Hartnell taught and graded in an atmosphere identical to San Jose State.

10. Reasons for Hartnell's poor preparation:
(1956)
-Some teachers, who may have taught in secondary schools prior to J.C. teaching, were high school oriented in their standards and methods. An expanded counseling service which if necessary will "shock" the students to let them know the competition they will face at the four-year college.
-The counseling program did not give adequate consideration to the students aptitude and the counselors seemed to lack knowledge of the alternatives open to a transferring student in upper division work.
-Counselor deficiency in knowledge of requirements of other schools.
-(1951-1953) work concentrated in science--on Basis of prior testing--this goal was least assured of success; however, it was never pointed out or emphasized in any counselling given to me, until too late.
-inadequate counseling time for instructors to aid immature students.
-In particular, examination should have been more subjective in nature for better preparation for upper division work.
-At Cal. one does not graduate from the school of education, but rather under Letters and Science. As far as L & S, I was prepared in lower division courses but in the Ed. dept. I was sadly lacking. It would have been very helpful if Hartnell had offered such courses as Music 10. I spent several years, after obtaining my A.B. degree from Cal., getting my teaching credential because of the time I spent making up lower division units while in upper division.
-In my case more lower division required courses should have been taken before transferring. Perhaps Hartnell was limited to choice in 1956.
-This is no reflection on Hartnell College. Due to my indecision on my choice of a major I took several courses which were not accepted at Fresno State as lower division credits.
-Lower division Arch. design courses are not available, if these are special design programs set up for architect students.
-My high school course did not prepare me for college, so I had a lot of college work to complete lower division.
-Background information and study of advertising in general--Better yet, a course in communication; semantics.
-I feel economics with strong emphasis on the workings of free enterprise should be given at the lower division level. Too many people feel the government is what makes the system work.
-Some Business courses were very basic, could have been upgraded as to material provided.
-I did not get adequate background in English.
-a course in reading fundamentals or speed reading would have been very helpful.
-I should have felt a greater need to work on and choose a minor as well as a major that I had already chosen.

10. Reasons for Hartnell's poor preparation:

(1956)

-too much personal or individual help from instructors.

-Practical aspects of the business world with an experienced faculty in these areas.

-more orientation of life after graduation--type jobs available, advantages of small or large company, location of company, climate, etc. - a student needs to know more about what to expect after graduation, and have a plan for his future at the time he starts college.

-Not enough essay exams, too many true and false and multiple choice tests

-Not tough enough

-the only thing lacking was my own ability to concentrate on my studies.

(1961)

-Should have written more papers (research) in History and Liberal Arts courses. Suggest special sections for transfer students requiring outside reading, research papers, and perhaps seminar discussion. I feel I was weak in reading and should have taken a speed reading course. This would have helped considerable in history. However, key to success was verbal expression and ability to take essay examinations.

-Need more education courses in lower division more actual contact with teaching.

-The Political Science Dept. at the time I was attending seemed to be lacking in the area of comparative gov. or munic. gov. specifically, Pol. Sc. 1A & 2A.

-More emphasis on nuclear physics and chemistry theory is needed.

-More classes in the Humanities.

-Courses in Dramatic Literature. The transition from a school where teachers cared about their students to one where they didn't give a damn was somewhat difficult.

-I would recommend Hartnell College without reservation. I felt that some of the testing procedures were inadequate--"Mickey Mouse" true-false and multiple choice. Not enough stress was placed on written communications (essays) and problem solving. Also, the course offerings in the business area were rather limited and not always acceptable as lower divisions at San Jose State-Business Law. I think a one-sheet ditto could be distributed within the department or by counsellors stressing the courses most important for completion of lower division work at either S.J. State, Cal. or Fresno--the three schools most popular to Hartnell graduates. I had no problems with this, but many other students have registered complaints.

-I did think that it would have been better if more of the courses from Hartnell would have been transferred to Cal Poly. It seemed as though many I didn't get full credit for.

-I did not take the correct speech class at Hartnell. Speech 2A does not fill the requirement of Public speaking at State.

-I had to repeat several activity classes in order to qualify for upper division because the material covered at Hartnell was not the same as that covered at SJS--specifically modern dance and gymnastics. These two activities do not have definite rules to go by that the other sports do, so a program coordinated with the one at SJS would have been helpful.

-A better understanding between the J.C. and State College as to what would be accepted in the way of lower division Recreation classes and/or P.E. classes.

-Due to my changing major at SJS, I should have taken classes at East Campus before transferring. I wasn't prepared for my classes at SJS because of this.

10. Reasons for Hartnell's poor preparation:

(1961)

- One thing I need at Hartnell was more lower division work in my major. (1) 1956-1957 was my last time at Hartnell. I took several subjects which did not fit my curriculum at Cal Poly (This was my own mistake as well as my councelers.) (2) Cal Poly being on quarter, Hartnell on semister system it took longer to cover transferable courses at Hartnell where only one quarter was needed.
- would suggest an increased emphasis on counseling and advising as most students are not sure what they want to do and do not realize what lies ahead for them in upper division and later in life.
- university's scholastic atmosphere.....not competitive enough
- Poor lab. (physical) facilities --Chem.
- At the time it was lacking in parking facilities other than that I thought it was a well staffed well run institution.

(1965)

- Need for more required outside reading.(3)
- not enough reading in some classes. I have a lot more studying and library work at Westmont--Hartnell was a stepping stone from high school to university.
- Primarily the lack of a sufficient reading load. Since I started San Francisco State, my reading load has, at least, doubled.
- Reading assignments outside of class are much longer here. More homework here.
- Emphasis on college level use of English, outside readings, term papers, book store.
- the type of research I must do here--with the much more mature analysis required.
- The classes were not hard enough. Did not have to exert self to pass--can't do that here.
- Not challenging enough. Teachers too set in ways.
- Although the courses at Hartnell were as difficult as those at Cal., the grading is too lenient.
- Too many exams at Hartnell. Your grade here Chico State is usually based on two exams and a paper.
- In the class situation, the term papers were many in some classes, but not demanding as they should. The testing procedure is superior, but I fully realize that most lower division students could not cope with upper division demands during the first 2 yrs.
- Hartnell is on much too long semester system. It did not adequately prepare for study habits of quarter system.
- something is needed to fill the gap between upper and lower division math. courses. The Math at Berkeley is extremely abstract.
- Needed a math class that deals mainly with practical math--math you use in everyday work.
- Engineering and Mathematics. (In Math 14A and 14B I would estimate 10% of required material was adequately covered.)
- There was lacking an accredited course in electricity.
- General variety of course offerings--I realize that it is impossible for Hartnell to offer the same section as a large university, but more Anthro., Sociology, Psych., and English courses should be offered.
- English 3A & B - A wider choice in required English courses - more English courses - such as Eng. lit, Russian lit.
- History of Western Civilization does not count at Cal Poly, nor did it form a helpful base to depend on and recall here. It did not help.

10. Reasons for Hartnell's poor preparation:
(1965)
-Hartnell should offer more advance Spanish courses, and what I really regret, which the freshman here are doing, was the absence of reading Plato, Homer, Sophocles, Euripides and other works which provide a depth to ones learning.
-the lack of French instruction. The French instruction is at a minimum when compared to other school's courses.
-My only complaint is German--I am repeating German II as an audit here, as I was not at all prepared in conversation despite having gotten an 'A' in Ger. II at Hartnell.
-Sufficient Botany courses were lacking--Also, if one wants to transfer, he should not attempt to graduate from Hartnell unless he is willing to stay at Hartnell an extra year.
-Certain subjects taught in the music department should be upgraded. They do not prepare the Music Major adequately.
-Needed more empahsis on skills and imagination in sports. Needed more leadership training.
-However, in the Phys. Educ. field I did not have a broad enough background, which is hampering my progress.
-lettering and layout, the first semester was not quite as thorough or demanding as the course at FSC. (I don't think-I haven't taken the FSC course but have only seen some of their work.)
-I did not take any courses pertaining to Chemistry at my stay at Hartnell.
-Educational Psychology would have helped considerably.
-In certain Science courses.
-Proper counseling on courses required and a concentration of proper courses for a particular interest.
-Both adequate counseling and adequate foreign language instruction were lacking.
-Counseling on which courses to take, which will be acceptable where.
-Counseling was inadequate.
-My own insight - I didn't take enough of what I needed.
-Counseling
-Class participation in most classes.
-There are a lot of classes which I wish I would not have taken - ones which were not necessary for this college. I wish I would have taken another lab. course. Counselors should spend more time with students.
-On the other hand, several classes were harmful because of the lack of academic preparedness.
-Nothing was lacking directly, I just didn't have any business background.

11. Extra-curricular activities in which transfer students participated:
(1956) Clubs (19), Sports (12), Student Government (9), Music (7), Honor Society (6), Drama (2), Journalism (1).

(1961) Clubs (16), Student Government (7), Sports (8), Honor Society (2), Band (2), Yearbook (2), Drama.

(1965) Clubs (31), Sports (15), Student Government (15), Honor Society (7), Music (7), Drama (4).

12. Number of students feeling extra-curricular activities were valuable:
(1956) -- 24
(1961) -- 18
(1965) -- 42

12. Number of students feeling extra-curricular activities were not valuable:
(1956) -- 8
(1961) -- 6
(1965) -- 6

13. Reasons given by transfer students for the value of extra-curricular activities:
(1956)
-aided in developing "social intelligence"
-they were valuable because almost anyone's eventual success will depend more on his human relation ability than on acedemic achievement.
-Social intercourse of this type was helpful from the standpoint of getting along with people in small groups.
-This is difficult to measure but I'm quite sure that my experiences at Hartnell helped me in meeting and working with people.
-I would imagine that these activities were a part of the social adjustment process we experience during the first years of college.
-Helped develop self confidence leadership and ability to work with others.
-They helped to come out of my "shell".
-group participation
-made me better adjusted
-For outside groups and activities with people sharing similar interests are always good for communicative understanding.
-Good experience showing organization required for social and certain business activities.
-Student government got me used to dealing with persons who were pretty unreceptive to my point of view - a situation I am often in, in my present line of work.
-Helped me to direct my thoughts outward and channel activity and interests toward other people rather than "self". Very preoccupied with personal adjustments in high school.
-The diversity of interests involved gave one a background for further development in one's life.
-The above activities enhanced my chances of establishing a well rounded background.
-The value would be the friendships I have continued through the years.
-It provided friends and helped to build my Christian faith.
-Was better able to organize.
-My employer was interested.
-Everyone should lose a student body presidential election. It's good for the soul.
-Yes, but students should be continuously warned against too many activities. Dramatic activities helped build my personal confidence.
-Helps to keep me in good physical shape.
-Still active in sports.
-As a member of the Police Officers Wives Society and as an active and participating parent in school, a background of club work and activities at school has helped.

(1961)
-Experience in arousing and channeling divergent interests. Also helpful in development of verbal expression and public speaking. Aroused interest in education. Now serve as Site Educ. Officer and Counselor.
-General leadership abilities and development of self-confidence.
-Learning how to communicate ideas and work together toward community goals in the understanding of life and adds satisfaction and a feeling of belonging.

13. Reasons given by transfer students for the value of extra-curricular activities: (1961)

- -Gave me a chance to do something on my own and with others plan, organize, execute, etc.
- -Help in my leadership activities at Fresno State.
- -I feel that the competition better prepared me for later life.
- -I feel that my extra-curricular activities at Hartnell made my social adjustment at a bigger and more populous campus very feasible.
- -They helped me to deal with people.
- -Better understanding of school activities and young peoples interests.
- -Only to make me a more rounded individual physically and mentally.
- -It assisted in my personality development.
- -I did not continue these activities at San Jose State, but I did learn about many different people by being active in these organizations.
- -Athletics broadened my knowledge in my field. Athletic rep. gave me an insight on different peoples ideas and opinions.
- -They were helpful in that I am still active in city league sports.
- -They widened my knowledge in the livestock field and I got to know and understand competition.
- -Because I still have music as an avocation and I use my artistic training in my work.
- -Helpful in obtaining scholarships and jobs.
- -Mainly as broadening experiences
- -Exercise is important for a housewife as a pressure relief valve and very important in child bearing! My modern dance experience helped me to realize this!

(1965)

- -Helped me to broaden perspectives, to learn to work in closer cooperation with people
- -Because it made me learn to get along with people and they're experience gaining.
- -it was a good experience in committee work for both group and individual activities.
- -It helped me to meet more people and to get better adjusted.
- -Experience in working with people and friends.
- -Offered opportunity for social adjustment, and allowed me to contribute something to fellow students.
- -Recognition by peers, and "a feeling of belonging". Also the learning experience.
- -they were valuable. They brought me close to the school and to other students.
- -It was more rewarding to be recognized as a definite part of school, rather than just another student.
- -I learned leadership, but it was demanding of my time, if a good job was to be done.
- -Gave me an opportunity to participate in student government and lead student activities.
- -I had a chance to met interesting people, it is a way to become closer to you classmates.
- -Makes you feel happy that the college cares about foreign students enough to prepare a program for them.
- -Art club (along with a church youth group) helped me develop for the first time any leaddership abilities I may have had.

13. Reasons given by transfer students for the value of extra-curricular activities: (1965)

-Fellowship with other Christians on the campus, dedication, leadership, diversion of activities.
-It helped me to strengthen my failth, and I have found that, my faith is the Lord is one of the most important elements in my social (morally) as well as academically.
-In choir I took care of the robes and this taught me further to respect another's property.
-Social activities (2)
-Social awareness
-opportunity for recreation and a chance to meet other people.
-because they were fun, a contrast to school work.
-Sports were rewarding and the YR's were informative and inspiring.
-Basketball is a very enjoyable sport.
-because I am a P.E. major.
-Provided an outlet for my over abundance of energy.
-kept me active, was helpful in release of tension
-Helped to keep me in good physical condition
-Because I enjoyed playing football.
-Because it is paying for my education.
-Because it gave me a chance to take part in activities besides academic ones.
-Activities related to major field of interest.
-gave me theatrical experience
-Because I was able to do something about the interest I had in these certain areas.
-They greatly helped to broaden my education and interest.
-Most important thing in college is acquiring a good education. Extra-curricular activities are also extremely important for social education.
-I enjoyed activities.(2)
-They enable me to see, among other things, the apathy of it's students to the school, their studies and, to life in general.

Reasons given by 1965 transfer students fot the present value of extra-curricular activities:

-Because of the knowledge and leadership which I gained from the club.
-Experience in working with people and friends.
-My outlook was broadened--meeting new people seems easier with confidence I gained.
-I learned to associate with people, something which is very difficult to learn correctly.
-Friends and understanding helped prepare for life at another college with more sureness and confidence.
-It gives the ability to mingle with people.
-Art club (along with a church youth group) hleped me develop for the first time and leadership abilities I may have had. And when I was in school these extra-curricular activities pulled me out of a shell I was inclined to draw into.
-Being in student government taught me to take responsibility in a job. The other activities are not valuable now.
-To learn the meaning of responsibility in leadership.
-There is also the sense of responsiblity gained from being an officer. You learn to get along with all types of personalities.
-Still have an interest in extracurricular activities at San Fransicco State.
-Because I still meet new people.

13. Reasons given by 1965 transfer students for the present value of extra-curricular activities:

-Social development and social intelligence are necessary to get along in modern society.
-Because one must participate in some kind of activity outside his work or study to be a balanced individual; need activity to relieve pressure.
-Outside activities add more to college - help break the routine.
-Memories and lasting friends.
-The fond memories of the hard work and association with many fine people.
-Can get along with people better.
-The experience gained will definitely help me in my career. Possibly I will use the experience here at Cal. State.
-Influential in my activities as a Physical Education Major.
-It is paying my tuition.
-I'm playing Basketball now in college and have one year of eligibility left.
-I'm getting major roles in the shows here.
-Gained carry-over values -- experience in my field.
-My interest continues in these areas.
-Because it gives me prestige to say that I play 2 years of College football and because of the nice guys I met there!
-Because of my participation in the YR's I gained a greater interest in current politics.
-Parliamentary procedure should be learned by all, in commission we used budgets, etc.
-Communication is very important in U.D.
-I enjoy music.
-I felt more prepared to receive Christian education after attending a secular college. Also I was more mature to leave home successfully.
-It is almost an essential element in College life. It is an element of security which I know I can turn to, when I feel no one else can help me.
-I can look back in joy.
-At least I study now and life has a great deal more meaning to me, than my "years" at Hartnell.
-They will help me in the future.
-career

14. Reasons given by transfer students feeling extra-curricular activities were not valuable:

(1956)
-No relation except perhaps intramural activities in learning relations with others.
-The clubs I belonged to were social activities and I didn't learn anything of value from them.
-As a personal choice I chose not to further participate in any group organization.
-We live in a relatively small town. There is no group here which particularly enjoys good singing.
-don't play my musical instrument now.

(1961)
-I discovered I was academically oriented to a degree, Hartnell is a sense helped me recognize that fact.
-This was just a social club.

14. **Reasons given by transfer students feeling extra-curricular activities were not valuable:**

(1961)
- They were profitable in terms of enjoyment but didn't directly apply to what I am doing now.
- There is a need for guest lecturers and a better developed cultural program at Hartnell.

(1965)
- Not enough experience in conducting activities.
- Not enough student participation in A.M.S. There is not much prestige in holding this position.
- Too many activities of a social nature.
- Didn't contribute anything - just fun.
- Did not prove of interest to me.
- It taught me not to get mixed up in clubs.
- No music this year.

15. **Future occupational plans:**

(1956)
- Complete doctoral program and resume Central Office School Administration.
- Currently in the first of a three year program for school superintendents at Harvard Univ.
- I am now teaching speech at Northeastern Junior College. Next summer I will begin work on my Ph.D. degree at the University of Minnesota.
- I shall continue teaching and perhaps work on a further degree or credential. But at present I am doing neither of these.
- Continue teaching (2)
- Continue to teach physical education in Junior High School.
- Continue as a creative artist and teacher.
- To pursue present job until better job in higher education.
- Continue in librarianship.
- To return to full time teaching.
- I plan to teach again when my children are in school about 4 or 5 years from now.
- When my children are in school I may return to teaching of some kind.
- I'm in the process of raising a family. I'm substitute teaching now, but have taught full time up until this year when my first child was born.
- Extension Schoolof Business and may someday make it a full time job.
- I plan to stay in a technical field with travel and personal contact work as a major part of the job. Technical management will eventually supplant the strictly technical work.
- The writer plans to become registered by the State of Calif. in the three categories of Engineering - Civil, Chemical, and Mechanical.
- Continue with present employer as practicing mechanical engineer.
- Would like to get into water utility management - I am presently a Distribution Engineer. Engineering jack-of-all trades with a municipal water utility.
- Presently I am employed by the State of California, Division of Highways.
- I intend to continue working for the Division of Highways.
- To remain in the Engineering field.
- Loss Prevention engineering work in industry and with insurance companies.
- I intend to cintinue working in aerospace industry in the area of project management. I have been teaching part time for the University of Calif.

15. Future occupational plans:

(1956)

- Eventually associate or become a partner of an architectural firm.
- New York and in similar fields, which is art direction in field of advertising in both print (magazines) and television.
- Newspaper work; possible public relations.
- To become departmental manager of the General Adjustment Bureau or engage in my own independent insurance organization.
- Continue in the management field.
- I am in a management training program with Campbell Soup Company.
- Continue working up within the present company. Hope to be in a position to retire early.
- To improve myself within the planning profession.
- Career in food business.
- Continue along same occupational lines with a steady increase of responsibility and salary.
- Further enlargement of my career in banking.
- Store owner (Drug Store)
- Provided the company offers the incentives, my present position only temporary. Many opportunities in Data Processing or related supporting departments. Several promotions in last 2 years with company. Large banking operation. Also working on a commercial and fine arts correspondence course in spare time.
- Auditor-Presently employed by U.S. General Accounting Office and am also a CPA (Certified Public Accountant).
- I am presently working toward my Masters Degree.
- At present, being a housewife will involve my immediate future. When the children are school age, I intend to return to college for further education.
- I now need 28 quarter units at Calif. State College at Hayward to complete my requirements for a degree in Social Science with a core in Sociology. I plan to return to school in January.
- Return to college and later work as an engineer.
- To enter the religious state and continue in the field of science and psychology.

(1961)

- To continue teaching (5)
- secondary teaching
- I plan to stay in teaching occupation. I would like to complete my Masters and teach in college.
- Teach in the public schools 2 yrs, return to complete M.A. degree, seek employment in a Junior College.
- To get my M.A. in Bio. and keep teaching.
- College teaching and research.
- To complete work towards a teaching credential for junior college.
- To teach physical education and minor in Life Science.
- I plan to continue teaching in the elementary grades.
- Teaching - but where or on what level is as yet undetermined.
- I plan to work as a vocational instructor, teaching cosmetology and using my summer vacations to continue my education.
- After graduation from S.J.S.C. I plan to substitute teach in Salinas Elementary School Dist.

15. Future occupational plans:

(1965)

-Hope to return to California and earn graduate degree in history to prepare for teaching profession. If this is not possible will enter business or remain in Air Force.
-I am now planning my spring schedule at L.A. State. I also took a few courses at San Fernando Valley State but decided L.A. would prepare me better for teaching.
-To continue attending San Jose State on a part time basis until I graduate
-Recently finished military obligation. Plan to go to law school.
-I plan to go back to SF State during their regular summer session. And if and when I get my degree I plan to apply for a foreign service position.
-I plan to finish my degree in Recreation when time and money is available. Also to pick up enough requirements in education to allow me to substitute in the elementary schools.
-I plan to receive LLB in Law School. These are my tentative plans. We shall see what happens.
-Teaching - but where or on what level is as yet undertermined.
-enjoyment - along with studying.
-I would like to finish college one day.
-further education - after that undetermined, aside from marriage.
-At present a promotion to Research Analyst in the department that I am presently employed - beyond that nothing definite.
-I plan to work for about 2 more years and in the meantime go back to school at night and get my degree in business as I only have about a year to go.
-Ag. Business Field or Advance Study.
-Occupationally: A buyer. Professionally: Work with local colleges in recruiting more home economists into merchandizing as a career.
-I plan to go into public relations.
-I plan to advance with International Harvester, preferably into Management.
-To stay with iron and machine company and help develop the business.
-Hope to eventually become a C.P.A.
-Practice veterinary medicine.
-I plan to stay in farming and ranching if possible. However, if this should become impossible because of sale of land, I will be forced into another phase of agriculture.
-Cattle ranching - self employed
-I am a career regular officer in the U.S.A.F.
-Presently straight out of service and am planning to return to my job at the San Francisco Int'l Airport.
-At present I am a payroll clerk at General Mills, Inc. at Vallejo. However I am leaving in about a month. Hope to find employment in the Salinas area.

(1965)

-Teaching (9)
-I plan to obtain a Master's Degree in History and receive a Junior College credential.
-Jr. College teacher
-teaching-Jr. college or adult education
-Goal: Teaching I.A. at college level
-get a B.A., then M.A. and secondary teaching credentials and teach at a Jr. College or perhaps (if I'm lucky) paint or possible do advertising work.
-I hope to become a High School History teacher.
-Teach secondary school
-I plan to teach both art and physical education in a secondary school.

15. Future occupational plans:
(1965)
- -Get my Secondary Teaching Credential in Speech and Drama.
- -I plan to be an elementary school teacher and at some time write and illustrate children's books.
- -I plan to teach music on the elementary level.
- -Elementary teaching
- -I plan to teach Elementary School students.
- -I plan to become a primary education teacher.
- -To become a Physical Education Instructor or work in some field of recreation.
- -I plan to continue my education after building up my financial account toward a Physical Education teacher.
- -Masters Degree
- -I hope to finish Library School and get a job in a public library - maybe children's work.
- -My future plans are to get a degree in History and then attempt to get into Law school at Hastings, or University of Southern California.
- -One more year in degree pursuit, MA Degree, secondary, then perhaps law school.
- -Graduate with a BA in Economics, then enter Hastings College of Law. After Hastings enter the business world as a tax lawyer.
- -I plan to become a lawyer.
- -After I graduate with a B.S. degree I would like to work for a major aircraft company in research and development or flight testing.
- -Continue toward B.S. in C.E.
- -Electronic Engineering with a large company.
- -Engineering
- -Work in mechanical engineering.
- -Geologist, Teacher.
- -Will be same as my major field now (Medical Technology).
- -Not really sure yet, but I am leaning toward either physiological research or veterinary.
- -Not decided - but of or related to Psychology.
- -Psychologist
- -psychiatrist or family social work.
- -Become a social worker for the Oil Company in Iran.
- -certificate in Physical Therapy
- -To become an O.T.R. (Regis. Occupational Therapist).
- -A career in the U.S. Govt. Foreign Service after work in an International Relations College major.
- -I plan to be a writer of short stories and novels but for the 1st few years teach either high school or Jr. college.
- -Plan to enter into the field of accounting and then eventually into the field of education.
- -To go into Accounting, Forestry, or Commercial flying.
- -When my education is formally over, I intend to either go into business or work for a corporation as a financial advisor.
- -International Buyer
- -Production supervisor for Kaiser Refactories
- -Have been offered a job as Manager of a dehydrating plant with excellent opportunity for advancement.
- -I plan to work for United Airlines as I now have a job offer from them.
- -Business executive.

15. Future occupational plans:
(1965)
-I am part owner in the firm by the name of King City Creamery at the present time.
-I plan to go into the Restaurant Business.
-Go into the manager training system of Dick Bruhns.
-I'll attend Bryant and Stratton for the year and a half and then hope to obtain a position as a secretary.
-Will remain in Moses Lake, Washington as long as I like the job--eventually plan to move back to California.
-Officer US Army--Division of Forestry
-Military service as a reserve officer in the United States Air Force.
-Surgery
-Football
-avoid the draft and see as much of the world as possible.

16. Comments:
(1956)
-I believe Hartnell had excellent choice of courses and above average faculty members.
-Good instructors in major courses (Math, Chem., etc.). As a student I was not aware of counseling service.
-In my recruiting, I have had numerous opportunities to compare the programs at Hartnell against others and I find no comparison can be favorable for other two years institutions.
-Hartnell was the first rung on the ladder of educational pursuit - I consider myself fortunate to have had the opportunity of attending - and I'm sure that many of it's minor short comings have been corrected.
-Hartnell provided an environment which tolerated those of us who were a little slow in accepting the responsibilities of college work.
-Friendly college.
-I personally feel that we should have more Junior Colleges like Hartnell.
-I am now teaching in a Junior College. The fact that I attended a J.C. and participated in activities was partly responsible for my receiving this position.
-The major reason for my return to Hartnell after Army service was an encouraging word from a Hartnell instructor that I should return. With the increase in Draft call-ups I think it would be advantageous to have a type of follow-up system encouraging draftees to return to college.
-It is heartening to find that Hartnell is maintaining and striving to improve their educational standards through their counseling services. Guidance at that stage can be most helpful to the students in evaluating their own abilities toward comparable goals.
-An adequate and well trained counciling advisors could help the students. This I felt was lacking when I attended Hartnell.
-I think the counseling at Hartnell was poor - the counsellors are not familiar with special requirements of many 4 yr. colleges, and therefore misguide many students who have to spend sometimes as long as 2 years to get a B.S. degree.
-When one is at a J.C. he should be informed to carefully follow the requirements of the 4 year institution he intends to transfer to. This can result in a great saving of time.

16. Comments:

(1956)

- My test scores at High School and Jr. College showed a high persuasive ability; linguistic and artistic ability. Wide spectrum of abilities and interests shown by those in data processing field. One never knows how or when he will use these abilities, or when he will be demanded to draw on them. I consider every course taken within and outside of my two major curriculi have been of some value.
- After Hartnell I took nite classes at San Jose State and Santa Clara in advanced accounting, I had to discontinue after I started my family, but I plan to resume nite classes again, that is why I would like to see Hartnell offer more lower division courses at nite to enable people who work or who have families prepare for upper division.
- The college needed, when I was a student, a complete intercollegiate debate program and proper facilities if such courses as Radio (TV) are offered.
- To go into an architectural career it is advisable that a student go directly to an accredited university (that is, a university recognized by the state and A.I.A. as offering a well rounded curriculum in architecture.) At Hartnell it is very difficult to offer lower division design courses meeting the requirements of a university. In my experience, all credits were transferable except the very limited Arch. courses and descriptive geometry that I took at Hartnell. Consequently, I had to start at the first year level at the University of California. They require a student must take certain fundamental design courses specially oriented toward architecture given by the architecture department. Art courses are fine, but only apply to an art transfer student. To elaborate on what I mentioned previously, it would be difficult for Hartnell to present such design courses merely because there would not be enough students to warrant such a class, and probably would have to be instructed by a person with an architectural background. To encourage a student going into architecture, I would again stress that they should be advised to go directly to a university, providing their grades are acceptable. Please do not hesitate to write if I can be of service.
- The disgusting, highly publicized behavior of the large lunatic fringe of the big schools (U. of C.) makes me more and more a believer in the Junior College system.
- Please say hello to all the fine teachers and good friends of mine at Hartnell that I haven't seen in such a long time.
- My regards to Henry Cassady and Dr. Jerone Holmes and John Schwellenbach.
- How have you been Duane? Keep up the good work.
- I found this study sheet too broad questionnaire to answer as desired in 5 minutes. Obviously I have exceeded the limits of tardiness in replying to this follow-up study sheet; however, conscience has allowed me to keep rather than discard it. But, should you find this questionnaire much too late and thus cause unwanted disturbance - please rid this sheet into the nearest wastebasket - otherwise, I can only hope the general scribbles on the reverse side has been somewhat helpful!

(1961)

- Hartnell is one of the finest J.C. schools in the state. Most instructors at Cal Poly had nothing but praise for the school.
- I feel that Hartnell prepares students for upper division work as well as the four year school itself. Salinas people can be proud of the quality of teaching that is done at Hartnell.

16. Comments:

(1961)

- I feel you have a fine school, one which prepares a serious student in the basic disciplines and gives him a ground-work for continuing. When I was in attendance at Hartnell I remember feeling that a good deal of patience and grace was afforded certain students who seemed to me not to be interested, period. I realize that this policy might have grown more stringent as demands on the school increased. I know that coming as I did from a small High School and not being settled in mind as to scholastic pursuit; Hartnell made all the difference.
- Generally Hartnell started me off on the right foot in my college life.
- Hartnell was a unique and fortunate opportunity for me to begin an education.
- I enjoyed my school days at Hartnell. It gave me a good foundation for U.D. work.
- The business scholarship that I received upon my graduation from high school gave me the faith to go on to junior college. Hartnell, I feel helps a person to mature and teaches you to take a more intelligent look on life. If you have something to wake you up, you find that things look quite different. All the teachers I had at Hartnell were more than understanding toward their students. They gave you the impression that they would be more than happy to help you in any problems that you may come across. Even if I am a housewife and mother now, I hope to be able to go out and work in the business world as I had before I was married. If for some reason I don't, the experience and the knowledge I have received from my school years will always be with me and I will pass it on to my children. My Father had always told us that the knowledge and experience we gained in our schooling is something no one can ever take away from us. I want to thank all the teahcers and wonderful friends who were so good to me.
- It is nice to know that Hartnell is interested in what it's graduttes are doing. As far as I am concerned, Hartnell is an excellent Jr. College.
- Of the 7 colleges and universities I have attended, I enjoyed Hartnell the most. I only regret that it is a 2 year college and I was therefore not able to continue my education there.
- Very enjoyable two years at Hartnell. Also believe that it is very wise to spend the first year or two at a junior college. It is much more informal and friendly than a big school such as San Jose.
- My husband is in training for a life in the Presbyterian ministry. He is in his last year of study at Fuller Theological Seminary. We plan to settle somewhere in Oregon, probably on the coast. I count my training at Hartnell and Whitworth a priceless asset to my personal development.
- Hartnell was a very good school. I hope it stays the same. Stability of instructors is beneficial to school and student.
- I believe Hartnell deserves to be rated high academically as it has very qualified staff of teachers.
- In general, I am greatly endeared to a Fine Faculty and a school which has a fine academic standard. I owe a major portion of some of my later academic success to Hartnell College. Although I was a younger student there, the basis of my educational endeavor were started there. I hope to continue my studies in Law school and extend my best wishes to all of you.
- I feel Hartnell is a great asset to our community. Many of the instructors, I feel are equivalent to those teaching on the University level. Also, if we did not have Hartnell, many of our young people could not afford to go to college.
- All the instructors I had at Hartnell were excellent ones. I would like to take this time to thank them for helping me along with my education.

16. Comments:

(1961)

-The dedication of teachers and the enthusiasm for their subjects were by far the most outstanding factors in determining my goal. "My debt..is very great, my reverence to this day undiminished."

-I owe a lot to my former teachers here in Hartnell. They were comptetent as teachers and wonderful human beings. More power to them. And keep up the good work. I am glad that student enrollment is increasing every year.

-I feel very fortunate in having chosen Hartnell because of the high caliber of the teaching staff, adequate facilities and the good academic spirit.

-Hartnell's teaching staff was excellent in fact better than my profs at any of the state colleges.

-I did think Hartnell had a very good faculty.

-This is not meant as an insult but it is really too bad that all of the instructors at Hartnell aren't more like Mrs. York, Miss Perry, Mr. Bengston, Mr. Harrell and the late Dr. Borough. These people really seemed to take an interest in their students and they could create interest among the students in the various courses.

-I'm glad I attended Hartnell as the school is small and the classes small enough for individual attention not possible in some of the larger classes at San Jose State. I feel all the professors were good and all material was covered - quite adequately. My only complaint was that I found in my senior year - I was lacking some lower division courses, science and history requirements, that I was not told I needed in Jr. College. This was probably my fault however, for not seeking more information from the counselors. Counseling is far better at Hartnell, than in a larger school. At San Jose State I could rarely ever get a hold of someone to talk to.

-I believe there should be more adequate counseling of freshmen. Many students enter college with no knowledge of how a college functions. Many times they waste a year of their education because of this ignorance.

-Hartnell provides excellent preparation for upper division work. Naturally you get our of it what you put into it.

-I feel now that Hartnell is among the finest Junior Colleges. My husband transferred to San Jose State after Hartnell and found himself fully capable of keeping up with the regular four year students.

-I realize now the advantage I had when attending Hartnell. I would like to be able to come back and do it all over again! I would recommend that all transfer students must have at least one semester of typing. No matter what their major. I found this ability very helpful and expected in upper division work. Also, a class in handwriting (Penmanship) would have been helpful for my own personal use. This skill is sadly lacking somewhere in our schools. An old dog can learn new tricks. As you have probably found by reading this questionnaire, and many others. there is a great need to be able to write clearly and legibly.

-I would like to see Hartnell continue coordinating its instructional programs with those of San Jose State. It would be a great help to the students, if all the state colleges would coordinate their programs.

-I think that an extra semester of English Composition should be required and also a Philosophy class. This is especially important for those planning to attend San Jose State College. I feel that if a person transfers to a 4 year college he should be able to go right into upper division work without having to worry about lower division courses he has to make up.

-It would help Education Majors during their first 2 years to see and visit elementary classrooms (in my opinion). Would motivate researching reading in the nature of education; last 2 years, reading time is needed in a different capacity.

16. Comments:

(1961)

- I think that an extra semester of English Composition should be required and also a Philosophy class. This is especially important for those planning to attend San Jose State College. I feel that if a person transfers to a 4 year college he should be able to go right into upper division work without having to worry about lower division courses he has to make up.
- For a student in science or engineering, a "B" grade in all math, chemistry, and physics courses is a must in the competitive environment of the University. I found the technical courses especially requisite of a strong technical background.
- I feel more information is needed in recruiting prospective home economists into fields outside the realm of teaching. Most industries want and need home economists, therefore, the opportunities are boundless to those who possess the unique courage and strength to pursue them.
- I am very encouraged to see followup studies made. Jr. Colleges are necessary and beneficial, but improvement is always possible. With the greater emphasis on education, it is important that a college stimulate, and realize its responsibilities to its student body.
- Please excuse the lateness on the return of this document, but it was a while in reaching me and then I was busy with other things and almost forgot about it. I hope it will still be of some use to you.
- Keep up the good work!

(1965)

- Hartnell is a very top notch school. Keep up the excellent work. Many of the instructors compare very favorably to those here at Cal State-Fullerton which is alos highly thought of.
- I truly enjoyed Hartnell. I feel that the instructors are excellent; they have been my best instructors so far.
- The teachers at Hartnell Ienjoyed more than in any other school, and I have gone to 3colleges. They are very interested in education and they are willing to help anyone that is thoroughly interested in his education.
- The instructors on the whole were good.
- Hartnell College is an excellent institution of learning with "excellent" instructors, but your fellow students are full of "apathy" they have no interest other than drinking and draggin Main St.
- Hartnell was comparable to FSC from what I've seen. Many of the professors at HC taught me more about their subjects than do many of the profs at FSC. (For instance: in Psych. I learned more by remembering the lecture note points of Dr. Bedford than I do in reading the book in Dr. Dienstein's Sociology 1A course.) Your reading course I think should test the entrants and put them in classes or groups according to ability. You take for granted that everyone reads at least 300 wpm and slowed down just from laziness, etc. I think some students may need help in learning to read without verbalizing the words to himself by just glancing at a group of words. This is my case and I realize this abnormal. Nobody in college reads 150 wpm and plans to continue. However, here I am a second semester Jr. in 4th yr. of college with a 2.5 or so overall average, and I read 150 wpm. This makes college downright hard. Perhaps if you were to give the real slow readers who are capable of doing college work extra help in speed reading your results would be even better!
- Hartnell is a very good school, but the grading is too lax in many of the classes. The English department is without doubt the best department in the school and if the rest could be raised to their level, the school would be #1.

16. Comments:
(1965)

- Hartnell was very good for me because I acquired good study habits which are helping me now.
- I'm very happy I attended Hartnell. Many students found Hartnell was very atmospheric to the college life. Hard study is definitely called for.
- Great school because of so much personal attention received at Hartnell!
- On the whole, I found my Hartnell work very enjoyable and satisfying.
- I think Hartnell has a very good scholastic program.
- I am very glad I attended Hartnell first and I would encourage my children to do the same.
- Hartnell is excellent for the change from High School to a 4 yr. college. Some classes at Hartnell are harder and are taught better than classes at 4 yr. colleges.
- Hartnell no doubt at all is a good J.C., but some of the science courses still need to be improved.
- Most aspects of the two-year education which Hartnell offers are quite adequate for transferring. More attention could be given to student motivation, but one who works hard can compare his Freshman and Sophomore years favorable with most 4 year institutions. Students at this point shouldn't need much motivation, but it has been my observation that it helps.
- Hartnell seemed too much like high school and less like a Jr. College. I enjoyed Sacramento State because I was on my own as far as my education and learning was concerned. The material was at the Library and I was expected to dig it out there - not our of the teacher.
- My biggest complaint is that Hartnell is too much like a high school - there is no scholarly atmosphere present. UCSC is a unique school and it would take several hours to explain the difference between this college and any other one probably in the whole nation. It's not especially the faculty but the students make the university a school of scholars, they have initiative, intelligence and most of all enthusiasm. They've taken it upon themselves to organize a tutorial project and various seminars (cooking, philosophy, elderly, morality, prejudice, marine biology, utopian university - all varieties). Our govt. is on the Town Meeting basis and is reasonably successful. Hartnell lacks these qualities - the clubs are like high school clubs - Art Club, Jazz Club (sorry), Esquires - which is why I didn't join any. The school should organize field trips in which the entire student bocy may or may not participate in. For example: Next Saturday the students have organized a trip to see "Oliver" at the San Carlos Circle Theatre - tickets, transportation , the collection of money, publicity, etc., all student arranged, and open not to just club members but to anyone who wants to go and has the money. It's activities like this which bring the college together as a unit not football games or art clubs...If, some Sunday, Dr. Sandgren - you wish to visit our campus feel free to visit me in my "mobile home" and I'd be very happy to show you around. My trailer number is 1-N.
- My major is history. While at Hartnell I took four history classes, two of which were of no use so far in upper division history. The emphasis here at Cal State at Hayward is not on where, when, and by whom, but rather on why and how. Diverse are the elements which shape the course of history. External and internal pressures of a state must be stressed in order to fully understand the course of history. Subjective rather than objective midterms and finals are of prime importance for the proper and adequate preparation of upper division.Dr. Howard Braverman was the only Hartnell history professor that was instrumental in my preparation for the rigorous program of upper division. Because of Dr. Braverman I am a good history student. Dr. Braverman is a resource to your staff.

TERMINAL STUDENTS

1. **Number of students responding who did not transfer to a four-year college:**

Class	Number	Percent
1956	28	35%
1961	28	37%
1965	68	46%

2. Occupations entered by terminal students:

(1956) Housewife (8); Secretary (4); Electronic Technician (2); Engineering Aid (2); Land Surveyor (2); Body Shop Foreman; Dental Assistant; Bookkeeper; Field Engineer; Fireman - L.A.F.D.; Firestone; Housekeeper; IBM Customer Engineer; Instructor in Auto Body & Fender Repair; Mechanic; Operations Supervisor (Western Greyhound Lines); Self Employed.

(1961) Housewife (6); Legal Secretary (5); Secretary (3); Carpenter (2); Steno-Clerk (2); Bookkeeper; Federal Treasury Agent; Electrician; Electronics Technician; Highway Patrolman; Industrial Relations Clerk; Mechanic; Sheriff's Office; Service Station Owner; Test Technician; Typist Clerk.

(1965) Housewife (8); Secretary (8); Student (7); R.N. (7); U.S. Army (4); U.S. Navy (2); Dental Assistant (2); Bookkeeper (2); Stenographer (2); Accountant; Banker; Design Draftsman; Electronic Technician; Field Surveyor; Fry Cook; Farming; Department Manager - Streater's Legal Secretary; L.V.N.; Language Instructor (Swahili); Horse Shoeing; Maintenance; Marines; Radio; Rancher; Receptionist; Staff Nurse; Substitute Teacher; Surgical Nurse; Telephone Operator; Tire Builder; Typist; Waitress.

3. **Number of terminal students feeling Hartnell adequately prepared them for work in their occupation after college:**

(1956)	Yes.....20	No..... 3	Partially..... 2	Not given..... 3
(1961)	Yes.....20	No..... 1	Partially..... 2	Not given..... 5
(1965)	Yes.....36	No.....10	Partially..... 8	Not given.....14

4. **Opinions given concerning Hartnell's adequate preparation:**
(Areas in which Hartnell's preparation was most helpful)

(1956)
-Mathematics (2)
-Accounting (2)
-Business Machines (2)
-Typing, Filing and General Knowledge of Office Procedures.
-The basic training, but you always need actual experience in bookkeeping as each type of business has its own bookkeeping methods and various changes.
-The secretarial course and especially the "job training" while a student.
-Shorthand

4. Opinions given concerning Hartnell's adequate preparation:

(1956)
- Good business course and work experience program.
- Coordinated part-time jobs to gain experience and apply what we learned.
- Instructors' helpfulness and interest in the student and their desire to thoroughly prepare the student for the business world.
- The business teachers, particularly, shorthand, typing and accounting gave me a great deal of personal attention.
- Acct., typing, Marketing, Salesmanship, Advertising.
- Courses (Secretarial)
- English, Business English, Personality and Dress (I had already taken typing in High School) and Sociology
- Radio and T.V. Electronics
- Electronics, Math, Physics
- Lower Div. Math and Surveying & Drafting
- Curve & traverse calculations
- Mostly the math I took there.
- Instructor very good in shop work, but to present lecture in class not too good.
- Vocational Preparation
- Gave me a basic fundamental of this type of work.
- I have found that every course taken at Hartnell has been helpful to me at one time or another.

(1961)
- Typing (3)
- Shorthand classes (4)
- Business Machines (2)
- Miss Rothrock's Accounting--Stark's Office Machines--Economic background information in Bengston's class--Good math instruction with Peavy.
- Various business courses that I took while attending Hartnell.
- Bus. Eng.
- Mrs. Harper shorthand classes. Homework and tests regularly. Filing class.
- Mrs. Harper the teacher prepared me well for my present position.
- I think what really helped over all was the opportunity the school gave us to work part-time in the various offices in Salinas. This combined the learning and the opportunity to experience what we were learning and what we already learned.
- Outside of the classes which were required in order to graduate, I took strictly business courses, in which field I am now employed.
- I took Business Adm. and different merchandising classes and gave me help in merchandising.
- All Liberal Arts courses helpful -- few Police Science courses helpful.
- General Education prepared me for responsibilities in service, college training aided a great deal in promotions.
- Not applicable--insofar as I took no business courses, but I'm certain my liberal arts education made me a more aware person and thus more capable of dealing with people, which has been essential in my jobs.
- English, speech
- The courses I took gave me a better understanding of people.
- I learned to live and deal with all types of people.
- Criminal law, Criminal Investigation mostly. Typing was very necessary.

4. Opinions given concerning Hartnell's adequate preparation:

(1961)
-The electronics courses were a very good foundation for my occupation.
-Carpenter apprentice course, cabinet shop and welding.
-Mathematics, drafting
- Meeting this area, the people and knowledge of Salinas Valley.

(1965)
-Typing (3)
-Accounting (3)
-Business Math, Business machine, Filing and of course, English.
-Business department is excellent. Courses for graduation broadened interest and thinking.
-Business courses (4)
-Course in statistical typing - English 1A
-Shorthand (3)
-Discussion periods held in shorthand classes. Very helpful to discuss problems and incidents which take place in the office. Work experience excellent.
-Shorthand classes. (Mrs. Harper had us trained to take any kind of dictation. She's an excellent instructor.)
-Mainly, the open lectures by which one gains an insight to problems--Accounting, 1A--taught me how to juggle numbers and over come my fear of math.
-General and Tax Acct.
-Business training as well as guidance in job hunting.
-I believe that the work experience which I received was most helpful. Also, most of the general education courses also helped prepare me for this job.
-The experience gained through the student help program was invaluable.
-I have found that the numerous hospitals affiliations prepared me to adjust rapidly to new and different hospitals routines.
-The nursing dept. and staff
-Naturally the nursing classes and experience in clinical facilities but also the required classes (which at the beginning I think the class rather resented.) I find more every day how well the Hartnell faculty, especially the nursing faculty and science instructors prepared us.
-The nursing program--including instructors and varied clinical areas is excellent and I appreciate everyday the fine background and training we were given. I cannot speak too highly of their program.
-The hospital where I am working is one where we trained.
-All my general background in nursing.
-The Registered Nursing program prepared me.
-The excellent nursing training which I received.
-The studies of humanities, chemistry, remedial math, and English--plus the physiology, Micro 41, Nutrition. Much of the clinical--esp. Carmel Community and Ord Hosp.
-Engineering and Math courses
-My Math Major at Hartnell specially
-Better understanding of engineering, mechanics.
-Science classes.
-Some of the shops at the East Campus.

4. **Opinions given concerning Hartnell's adequate preparation:**

(1965)

- The more education anyone is able to recieve the better you are in just a social point of view. Also education develops personality, meeting people, talking to people, and sitting with them at the snack shop to discuss different points of view is also helpful.
- The course that I enrolled in help to give me knowledge that I needed and the advise of the teachers.
- The things that were helpful were the ways to learn how to study in different ways.
- Although my major at Hartnell was far from what I am doing now, the fact that I graduated got me the job.
- Serving in student government (meeting people), newspaper and business courses, but especially drama courses in that I feel I was more thoroughly prepared.
- More self-confidence and a feeling of adequacy.
- Most all of the required courses.
- Parts of my occupation, yes. (salesclerk)
- Obviously not but it did get me an extra stripe on my uniform.
- Much experience from the varied courses I took.
- Very
- Mental awareness
- At Hartnell, I perfected my English; I had first introduction into Art and a good Orientation into my future social environment.
- I worked for a while but my husband preferred me to stay at home.
- My studies were not in the area of the building, so I cannot say anything.
- My going to school did not help me to become a frycook.

5. **Opinions given concerning areas in which Hartnell's preparation was least helpful:**

(1956)

- The lacking was shorthand, which throu no fault of my instructor, I could not master.
- Class for requirements (insurance, business codes, licences, etc.) pertaining to small stores or home operations.
- Stock control
- More business courses in upper division
- My original counseling was very poor. Other teachers and counselors helped me to straighten it out.
- At the time, better facilities and more equipment; however, I believe there has been improvement.
- Field experience (there's not enough time in a one year course to learn the tricks of the trade.)
- Patient or Customer contact - Telephone contact. Chairside experience and knowledge of the instruments.
- No school other than military could prepare a person for the armed service.
- Not enough technical and book work.

(1961)

- Blue print reading
- A more advanced police science program would be beneficial.

5. Opinions given concerning areas in which Hartnell's preparation was least helpful:

(1961)

- -I was not required (as Registrar at school) to use shorthand except on occasion. A general use of good judgement and ability to follow directions was satisfactory. I would not say Hartnell was lacking. Rather my job did not require what I studied.
- -A more advanced police science program would be beneficial.
- -Math requirements, also technician courses were omited at that time.

(1965)

- -Training in telephone techniques - handling problem callers; taking adequate information to relay telephone messages, etc.
- -My major should have been more in to Retail rather than clerical.
- -I was a Liberal Arts Major so working as a proof machine op. was not covered in my cir. I did take some Bus. courses at Hartnell and I don't think they would have helped any.
- -I believe an advanced tax accounting class would be helpfull.
- -More stress in Business English can help any secretary or stenographor no matter how much she knows. There's always room for improvement in this area.
- -I did not major in business therefore I had no opportunity to take classes helpful to this position.
- -More intensive business department and preferable a more intensive secretarial division. The division should be specialized.
- -Bookeeping machine, but now you have it.
- -I feel we did too much observing and not enough doing with our own hands - much that pertains to nursing is doing with your own hands. One great loophole was the lack of experience in the Transcription and carrying out of Dr's orders.
- -Time in O.R. which few, if any, schools of nursing do or can provide.
- -I think if Hartnell could have a program of some kind dealing with Dental Assistants it would be great!!!! MPC has one!!! Why don't we???
- -Enigeering, 1B was discontinued and I needed it.
- -Need on my part of upper division courses, method courses etc.
- -This job requires no college education. However, a job that I am applying for with N.C.R. will be greatly helped by my college work.
- -Did take right courses.
- -As in any program there are a few weak spots, but as students some things were brought to the attention of the directress and improvement for future betterment of classes was being studied.
- -A realistic approach to life. You must teach the student that college is only a place to prepare. In the USN, we have much trouble with the grad. who believes he knows all the answers to everything. He believes he is superior to everyone. Most important he lacks common sense. Teach the applied as well as the theory. J.C. is too much of a Psuedo-intellectual environment. Cut it out!!!! It does the student NO good. He can't face reality, and he finds it hard to break 1-3 years of utopian habits.
- -The opportunity to allow me as an individual to express my own ideas as an individual. I do feel that is, important to be considered as part of a group - however, I can not condone that a student must confine his or her thinking.

6. **Extra-curricular activities of terminal students:**

(1956) Clubs (9); Music (5); Student Government (3); Sports (2); Drama (1).

(1961) Clubs (6); Music (4); Student Government (2); Drama (1); Journalism (1).

(1965) Clubs (32); Sports (5); Music (3); Student Government (3); Alpha Gamma Sigma (2); Drama (1).

Number feeling extra-curricular activities were valuable or not valuable:

(1956) Yes.....9 No.....2
(1961) Yes.....4 No.....4
(1965) Yes....33 No.....4

7. **Reasons given for value of extra-curricular activities:**

(1956)
-Help develop leadership qualities makes you more at ease with people.
-Student work program--very much so;;; It help me to see how important college was in applying for a job, also ones grades and degrees if they can be earned, can be a deciding factor when employers considers a new employee.
-It has helped me to be more outgoing, particularly in a group of strangers and has helped me as I become active in community affairs: PTA, bond elections, etc.
-I was terribly shy. This helped some.
-Extended my interest in sports - valuable in my leisure time.
-They helped me get over my fear of facing people.
-Because I was able to learn how to water ski after snow skiing.
-Great appreciation for fine music and a good performance.
-I still oil paint.

(1961)
-Each experience can be used for a working gain.
-Not obviously so. But these activities help one obtain a more rounded education.
-Work experience--plus working out a budget for a student gov't. This helps for bettering aptitudes in relationships with co-workers.
-Music was, is, and will be my avocation.
-Photography has been a long-time hobby of mine. The instruction I received at Hartnell has made this hobby more enjoyable to me.
-I'm afraid I have not experienced enough "Later Life" to answer this.

(1965)
-Character building and health
-They were helpful for they made an opening to have social acquaintence but hindered slightly where studies were more important.
-Kept me active and in constant contact with new people.
-They were interesting and they helped me to make new friends.
-Prevented me from being so shy.
-They provided me with a sense of belonging. And an ample chance to meet other people.

7. Reasons given for value of extra-curricular activities:

(1965)

-Oportunity to work with others, to accept responsibility and to apply ones self.
-Gave me a sence of doing something for my school, also pleasure, also a chance to be an important part of an organization.
-Since I was a new Salinas resident I was able to meet other young people thru Inter-Varsity Christian Fellowship.
-If it weren't for these, I wouldn't have felt affiliated to Hartnell.
-I felt I was a part of something, able to make Christian friends.
-1)gained needed practical experience in meeting people 2) in group leadership 3) activities organization
-Close personal contact with my classmates as well as getting to know others outside my own class.
-It helped me to know other people and taught me how to mingle with different individual.
-Gained much knowledge of a rounded adulthood.
-They helped me to meet more of the students and faculty.
-It helped me to make many friends and to yet be of some service while in school.
-It helped me to meeting more people and also to see things otherwise not possible.
-I met more people, learned about them and liked them more.
-Gave me better understanding of other peoples of the world.
-I met interesting people.
-Because we would have been able to have participated and known more students.
-Most important thing in college is acquiring a good education. Extra-curricular activities are also extremely important for Social education.
-Because we learned about different aspects of our major.
-The business club gave me a chance to meet new people.
-Y.R.'s taught me how our gov. can work if not sufficient interest is shown by individual.
-Because, when I was on Hartnell-Tennis team--I learn a lot of ideas and tricks, Now I am a well known player.
-Because it helped built up my physical endurance.
-Special interest in music - I plan to study further in this field.

Reasons given by 1965 terminal students for present value of extra-curricular activities:

-Memories - Yes and spirit of competition is very important but don't over stress P.E. or Varsity for one must forsake sports by the time he's 35 - what then?
-All activities are important to a persons developement in life.
-Friends made - good human relationships established - a valuable experience to work people.
-It is easier for me to make new friends.
-Because it made me grow up some and it was loads of fun in my attending Hartnell Junior College.
-Lasting friendships were formed.
-They helped round out my interests, and many friendships were formed.
-I haven't lost the initiative and motivation.

7. Reasons given by 1965 terminal students for present value of extra-curricular activities:

-I am not afraid to meet other people and I am at ease with the people I meet at work such as our clients.
-I'm more at ease with people when I talk to them.
-I have kept the friends that I made in the club.
-For the education value and the friendships gained.
-I deal with people every minute that I'm working.
-I find it easier to get along with people.
-Because it made you keep determined to make it all the way to the finish without stop, or thinking of "quiting".
-Social development and social intelligence are necessary to get along in modern society.
-Because we learned about different aspects of our major.
-Our law firm does a great amount of corporation business and being ASB (Associated Student Body) Secretary helps to prepare the minutes, etc.
-Esp. in the office where I work and while looking for a job.
-Life member seal on diploma might be helpful in future job hunting.
-I will always look back and say that I belonged into that club when I was at Hartnell.
-As memories of the fun I had playing music with fellow students, and visiting the places we went.
-As a journalism major - eventually a writer I will need to be alert, accurate, and many times quite responsive. Having held key positions in campus organizations and for the newspaper I felt that I had a capacity to fill and having received these positions felt it was my responsibility to fulfill my offices to the best of my ability.
-Because at the time, as a Religious we were unable and had other commitments - this in the future will probably change.

8. Reasons given by terminal students feeling extra-curricular activities were not valuable:

(1956)
-I didn't go into commercial aviation.
-Unable to continue flying because of expense. But still hope some day to continue working with aircraft.

(1961)
-Because I no longer play a musical instrument.
-I have nothing to do with any aspect of Rodeo life any longer.

(1965)
-It wasn't really a club to help or get people acquainted, not enough initiative.
-Because I went to an all girls school no activities were ever done.
-Poor supervision and participation.

9. Future occupational plans:

(1956)
-Keep on working for Firestone.
-None at present.

9. Future occupational plans:

(1956)

- I am employed by the State as an Instructor at the Sierra Conservation Center, Jamestown, California. I intend to stay in this field and advance as far as possible in the vocational education field.
- Stay in present job - gain experience in surveying and perhaps someday to become a licensed land surveyor.
- Make money.
- To stay in industrial electronics and continue working for an E.E. degree.
- Field Engineering Management.
- At present, to continue with Western Greyhound Lines.
- Insurance Secretary
- I am presently a self employed Licensed Land Surveyor in the Watsonville area and hope to continue.
- To stay home for a while and try to raise my family. (I have worked the past 8 years since graduating from Hartnell.
- When all 3 boys are in school fulltime - 3 more years - I hope to attend UCSC and/or parttime secretarial work.
- Raising a family.
- There are no upper division classes offered in Livermore. When my 3 young children are older I plan to return to college.
- Housewife and Mother for at least the next 5 years. Plan to get my cosmetologist license to help my husband in his salon.
- No change from present.
- Elementary Teacher.
- To continue working in the Secretarial field.
- Secretary. I am a wife and mother of a seven-year old boy.
- Remain in surveying field - advance as far as I can.

(1961)

- To stay with So. Calif. Edison as a test technician and maybe someday to work on up into Engineering.
- I expect future positions will be along lines similar to those listed above.
- Civil Service
- To build my business through honesty and good service.
- To transfer to Marysville with the C.H.P. and attend classes part time at Chico State College.
- Police Science Field
- Reenter law enforcement when health improves - (Nevada Highway Patrol).
- To continue working as a secretary.
- I am now a legal secretary and will probably stay in this position besides being a housewife.
- Continue in this field and increase education in accounting and business.
- Yes, to own or operate my own business in the retail trade.
- My future plans are to continue in my present job which was my goal while attending Hartnell. I am a Federal Treasury Agent working in the bureau of Narcotics, and plan to retire on the same job.
- Possible advancement with the state.
- I plan to work for PG&E and later continue my education.
- I may perhaps go into the field of Art or instruction.
- I might try brokerage in produce--or real estate--or maybe insurance.
- Stay with electronics, possibly work for I.B.M. as a technician.

9. Future occupational plans:

(1961)
- Advance as foreman in electronic assembly for Jennings Radio.
- Carpenter
- Housewife and raising my family.
- I intend to remain at home a few more years and then work to help my husband fulfill retirement dreams. I may very well go on to a 4-yr. College and into a career. I feel capable of anything I should aspire to.
- With two small children I prefer part-time employment.
- As stated above, I am now a housewife and the mother of two small boys. My husband has a good business of his own and I do all the bookkeeping and business transactions for the business. Hartnell has given me the mature knowledge to fulfill these duties.
- Undecided
- I have been with my present employer for three years, and unless there are any future changes I will stay on as office secretary with the Retail Clerks Union, Local #839 here in Salinas.

(1965)
(28 of 59 1965 terminal graduates indicated that they plan to continue formal education)
- Possibly obtain B.S. in nursing for administrative position.
- I hope sometime to be able to continue my plans of getting my teaching certificate.
- I plan to be transferred to Arizona and attend the University while I remain employed with Spreckels.
- Raise a family - make further studies in the field of music.
- Further education and work toward becoming a Registered Engineer.
- Work until next September, go back to finish college education at four year institution.
- I hope some day to go back to school but as I am soon to be married this seems unlikely. I will keep this position for quite some time.
- I plan on working in Salinas for Thomas and Thomas, Attorneys at Law, until September, 1966, at which time I plan to move to San Francisco to work and possibly attend SFS.
- Get a Bachelor's Degree in Business Management at San Jose State.
- I would like to go to a 4 year college when I can afford to.
- Civil Service steno-typist job and part-time college if possible.
- Teach for one year Go back to a 4 yrs college and get a BA in Bus. Administration Later on Master's Degree in Education.
- I plan to transfer to USC or Loma Linda University in Sept. '66, and major in dental hygiene.
- Finish secretarial program and work my way through my last two years of college. Ambition is to be legal secretary with B.A. in foreign language.
- Next year I plan to attend San Jose State or Fresno State.
- Teach Elementary School.
- Become a psychiatric nurse and work for a bachelor's degree.
- Finish school - San Jose State College - Spring-66 - Spring '67.
- Continue my education slowly but surely - fulfill many long-range goals.
- Serve with USN for about $1\frac{1}{2}$ yrs. more and come back to Hartnell as I need more education.
- Finish at a four year college and find a job.

9. Future occupational plans:

(1965)

- -Free-lance writing - B.A. M.A. and eventually a doctorate degree in journalism with a possible minor in English.
- -Go on in my profession - possibly enroll in night school to work toward future Bachelors Degree.
- -After my husband graduates, I plan to go back to college and get my B.H. degree.
- -To better myself as a designer thru education as I am able to obtain it.
- -Plan to become a trainee of either N.C.R. or I.B.M. Would like to get into computer planning or servicing. I would also still like to obtain a BA degree in Acct.
- -Hope to achieve my degree in Art....
- -To work for a while then to continue my studies at a four year college, probably our own Immaculate Heart.
- -To continue working as RN possibility of studing for public Health Nursing.
- -Nursing in some capacity. I will soon have completed one years experience at SVMH. I have been given every opportunity to learn. I am now carrying a patient load of 16 to 18 patients successfully.
- -To work as an RN.
- -I plan to continue working in the business field for the next three or four years.
- -The Social Security Office would like me to work for them. But at the moment my name is not on the register. As soon as it is I will work there.
- -Gain further experience, widen personal and professional outlook, work towards an executive secretarial position.
- -I plan to keep on working as a secretary for the Federal Government.
- -I plan to become an accountant.
- -To become completely self employed as an accountant - (Tax Acct)
- -After my hitch is up, I want to get into some phase of business working in a managerial position.
- -Banker and only Banker.
- -At the present I have no one job in mind. I would like to return to B of A after my 2 yrs are up in the service but I doubt that I will now, because I would have to begin my 2 yrs trainee.
- -Depends on the outlook for farming in South Santa Clara County.
- -Either go back to Ranching with my Father or work for the FAA as an Air Traffic Controllor.
- -To work on a ranch or to work for another person that owns a ranch.
- -Work if I can find it for about two years then housewife and mother.
- -Getting married and being a homemaker.
- -Mainly I plan to remain at home - however I may work at Wells Fargo when I return if my husband wants to continue his Ed.
- -Continue working until I get married in a year or year and a half.
- -To keep on working for the same employee for as long as possible. I truly enjoy my work and like my employees very much.
- -To become a professional Free Lance Artist.
- -I plan to work in the field of electronic engineering.
- -To be a Commissioned officer in USN, specializing as jet pilot- combat, attack, I have qualified for it.
- -Dental Assistant.

9. Future occupational plans:

(1965)

- I plan to work and save enough money to open a nursery - that is what I went to Hartnell to study for.
- They are indefinite at the moment.
- Work in a big city.
- Undecided.
- Unkown at present.
- Undecided.

10. Comments:

(1956)

- Feel that a Jr. College is a wonderful experience for those not going on to a 4 year college.
- I probably would not have gone beyond High School if Hartnell had not been close by to offer me the opportunity to make up High School deficiencies for entry into lower division work. I also could not have afforded to go away to college somewhere.
- In this age I feel all girls should have at least one year's college experience. The Jr. College is so convenient and inexpensive, yet enough different from high school to help the 17 and 18 year old become more mature.
- Attending Hartnell was an enjoyable and a very rewarding experience.
- Hartnell is an excellent school. Other friends who continued their education and received proper guidance have found Hartnell more than adequate.
- I probably would not have gone beyond high school if a J.C. had not been close to my home. It allowed me to make up high school deficiencies and also was free.
- Good luck Hartnell. Sure had a great time while I was there. I would appreciate your keeping me aware of any special activities your school plans and any reunions.
- Courses offered were very good. I, now realize that my choice of aircraft as a major was wrong.
- My 2 years at Hartnell College were 2 of the happiest years of my first 20 years of life.
- Capable instructors--Less extra-curricular activities would help those who want an education instead of social life.
- I entered the Air Force after school and learned my basic knowledge of electronics as it is supplied in my present occupation. The rest of my education in electronics came from books through self study which I don't believe I would have been able to do with out the education I recieved at Hartnell College.
- College can be a lot of fun as well as a lot of hard work.
- I was placed #2 on the list of eligibles based on the written exam. for my present position as fireman. About 3000 other applicants were there so I must have learned something at your institution.
- After leaving Hartnell, my mother lost her sight. I was elected to stay home and take over and be her nurse and housekeeper.

10. **Comments:**

(1956)

-In becoming a Licensed Land Surveyor a great deal of self study was needed. I have found that the requirements of the State of California to pass the land Surveyors examination far exceed the surveying requirements being taught students in most of our colleges today. Also many engineers are being turned out into the field with little knowledge of land surveys which results in many errors being made which will have to be dealt with for all time. I feel that with some effort on the part of our colleges the surveying curriculum can be broadened to cover more of the legal and technical aspects of the land surveying proffession thereby producing surveyors better qualified to do their job.

(1961)

-I felt that Hartnell was an outstanding college in every way.

-Hartnell College is an excellant school. A real asset to the Salinas Valley.

-Hartnell good opportunity for starting College at home. Wish we could do more vocational courses - I.B.M., key punch, comptometer operating, etc. I have heard complaints that secretarial graduates were inadequate, though.

-Hartnell is to my belief the best stepping stone between high school and 4-year school or job. Offers exceptional opportunities to the "older" student.

-I received my A of A.Degree at Hartnell and it has helped me to get many jobs. I still take night classes at the East Campus and they are very helpful in my job.

-With 2 years of College as I it was hard to start at top scale wages. But could be worked up to in a short period.

-In the service having 2 yrs. of college gave me the advantage over other men without college, in rank, positions of responcibility, and opportunities to apply for service education programs.

-My two years at Hartnell were well worth my while, but two more years at another college are needed. I would like to put in two more years at Fresno or San Jose. Of all my classes at Hartnell, Psychology 1A-1B-Abnormal Psychology were most interesting to me. My Business courses most beneficial--and English classes most durable. Mr. Cassidy taught me Shakespeare, Swift, etc. - and with this knowledge I know how to unlock more knowledge through further research.

-My education at Hartnell was too easy in many cases - All class should be designed directly for college preparation.

-I feel that, my training in business at Hartnell enabled me to do well in Goverment work.

-I happened by accident to take a legal secretary job. I had no training for it but learned through experience. I believe a legal secretarys course at Hartnell would be very beneficial.

-Hartnell has much to offer students striving for a higher education as teachers, etc. I felt that the business Department was very weak as it only duplicatied exactly what I learned in high school.

-The only thing I regret is that I didn't work harder and learn more at Hartnell.

-Very good staff.

10. Comments:

(1961)

- I think I was very fortunate in high school because I had the opportunity to work in the front office as a switchboard operator and had so many wonderful fellow workers and teachers to guide me in the business major I had chosen.
  There sound advice and guidance is something I will never forget. The experience I will always cherish.
  The business scholarship that I received upon my graduation from high school gave me the faith to go on to junior college.
  Hartnell, I feel helps a person to mature and teaches you to take a more intelligent look on life. If you have something to wake you up, you find that things look quite different. All the teachers I had at Hartnell were more than understanding toward their students. They gave you the impression that they would be more than happy to help you in any problems that you may come across.
  Even if I am a housewife and mother now, I hope to be able to go out and work in the business world as I had before I was married. If for some reason I don't, the experience and the knowledge I have received from my school years will always be with me and I will pass it on to my children. My father had always told us that the knowledge and experience we gained in our schooling is something no one can ever take away from us.
  I want to thank all the teachers and wonderful friends who were so good to me.
- I am a person in my late 50's and the classes I take at Hartnell are for the sheer joy of learning. In my youth I dropped out of college, so, perhaps, there is a certain satisfaction in having graduated from a two-year college, at least.
- None, except to add my voice to those who hope a new Fine Arts building takes precedence over a swimming pool as those of us who voted for the over-ride tax were led to believe it would.

(1965)

- Hartnell is a good school and I recommend it to anyone who can't make the jump from High School to a 4-year college. I feel J.C.'s are necessary for these individuals.
- I liked Hartnell. It gave me an inexpensive education of high quality that I could not have otherwise afforded.
- The advancement opportunities at Hartnell are tremendous but too few students are aware of them - too few know how to get started - too many waste fruitful hours in the student union.
- I think Hartnell is a fine school and prepared me fully for the part I play in the business field.
- I believe I received an excellent education at Hartnell. It was an opportunity many people never receives. Maybe someday I will be able to go on and its worth will be proved.
- I am glad to have the education that I received at Hartnell. If I don't go to a 4-year college, I would be glad to take courses for my own knowledge at Hartnell or any Junior College.
- Hartnell provides very good academic background for either vocation or further college.
- Hartnell is a very fine College with a staff of mostly outstanding Personnel.

10. **Comments:**

(1965)

- I truly enjoyed taking classes at Hartnell and found the students most receptive. You have a number of excellent teachers which are indeed a credit to our school.
- Hartnell has a fine staff of teachers but as with many vocations, it has a few individuals who haven't any business trying to inculcate truth, ideas, and unfortunately, their personalities on youth. Good luck and best wishes Dr. Sandgren. Keep the weight down!
- Enjoyable two and a half years!
- I regard my experiences at Hartnell as valuable in general and feel that the A.A. Degree I had will benefit me in the future - both as a means of obtaining a better job and as a valuable personal asset.
- I believe that without Hartnell I would never had the opportunity for bars in USN. Not because of what I learned in the courses but the cause of the change in my mental maturation.
- I never planned to be a career woman - the psychology and gen. ed. classes I had have helped me a great deal already and I heartily recommend at least a Jr. college Ed. for women, whether an occupation is in sight or not.
- In general I am aware there are weak places in any program. I could hope students in their final clinical experience or perhaps the 2nd year could come up against the realities of staff nursing.they face immediately upon going to work. Final clinical should be charge duty and not bed pans.
- I have been pleased with the acceptance we as Hartnell graduates have been given by the local physicians and hospitals. This is due in great part to the thoroughness of our background material and scope of clinical training. Sincere thanks to Hartnell as a whole for my career preparation.
- In my opinion the counseling is excellent especially regarding scholarships.
- A problem with some teachers is that if the students viewpoint conflicts with that of the teachers the student stands to be down graded no matter his quality of work or even his attempt to try - poorer students should be given some credit for trying.
- I wish for some way that you could help get across to the young ladies and gentlemen just how extremely important their college work is.
- I am very thankful for the Placement Office because I found my job with the Placement Office's help. I am sure their are a lot of other graduates who feels this way.
- Hartnell seems to be weak in sporting. Education is very good.
- My case is somewhat unique - I needed enough semester units to qualify for a provisional credential to substitute teach.
- I hope to go back to Hartnell next semester to pick up a few courses what I need.
- None#!!! Thought maybe you would be interested in that when I graduated from Bay City College for Dental and Medical Assistants, I did graduate with top honors.

HARTNELL COLLEGE FOLLOW-UP STUDY

Mr.___
Mrs.___
Miss___ ________________________________ Class of __________
Last Name First Middle Year

________________________________ __________
Street Address City State Occupation

A. If you transferred to a four-year college or university after Hartnell:

1. Which one did you attend?____________ Did you graduate?___

2. If you did not graduate, why?____________

3. What was your major at this college?____________

4. Did Hartnell adequately prepare you for your upper division work?____

    a. If so, what was helpful?____________

    b. If not, what was lacking?____________

B. If you did not transfer to a four-year college or university after Hartnell:

1. What occupation did you enter after Hartnell?____________

2. Did Hartnell adequately prepare you for this occupation?____________

    a. If so, what was helpful?____________

    b. If not, what was lacking?____________

C. In what extra-curricular activities did you participate at Hartnell? (Sports, clubs, student government)____________

1. Were these activities valuable to you in your later life?__________
2. Why or why not?____________

D. What are your future occupational plans?____________

E. General Comments:____________

HARTNELL COLLEGE FOLLOW-UP STUDY

Mr. ___
Mrs. ___
Miss ___ ______________________________

Class of 1965

Last Name First Middle

______________________________ ______________
Street Address City State Occupation

A. If you transferred to a four-year college or university after Hartnell:

1. Which one did you attend? ____________________
2. Why? ____________________
3. What is your major at this college? ____________________
4. As much as you can tell so far, did Hartnell adequately prepare you for your upper division work? ____________________
   a. If so, what was helpful? ____________________
   b. If not, what was lacking? ____________________

B. If you did not transfer to a four-year college or university after Hartnell:

1. What are you doing now? ____________________
2. If you are working, did Hartnell adequately prepare you for this occupation? ____________________
   a. If so, what was helpful? ____________________
   b. If not, what was lacking? ____________________

C. In what extra-curricular activities did you participate at Hartnell? (Sports, clubs, student government) ____________________

1. Were these activities valuable to you when you were in school? ________
2. Why or why not? ____________________
3. Do they seem valuable to you now? ____________________
4. Why or why not? ____________________

D. What are your future occupational plans? ____________________

E. General Comments: ____________________

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ERIC

THE ACADEMIC ABILITIES OF STUDENTS
AND
FRESHMAN CLASS PROFILE

by

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UNIVERSITY OF CALIF.
LOS ANGELES

OCT 11 1966

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

JC 670 034

This study is one of a series:

The CHARACTERISTICS OF HARTNELL STUDENTS, Studies Made During the 1965-66 School Year of the Student Population of Hartnell College

The Academic Abilities of Students and Freshman Class Profile

The Problems of Students

Cheating Survey

A Follow-up Study of Our Students

* * * *

The Academic Abilities of Students and Freshman Class Profile

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I. THE ACADEMIC ABILITIES OF STUDENTS

A. The American College Test

A. The American College Test (ACT)

Of the 445 high school seniors who took the ACT and listed Hartnell as a college choice, 301 entered Hartnell in September 1965, and 144 did not.

Scores for ACT are reported as standard scores ranging from 0 to 36. There are individual part scores in the areas of English, mathematics, social sciences and natural science. The composite score is the average of the other four scores.

	English	Math.	Soc.Study	Nat.Sci.	Composite
Hartnell enrollees	17.6	18.2	19.6	19.3	18.9
Non-Hartnell enrollees	17.3	17.1	19.0	18.7	18.2
National college bound seniors	18.6	19.5	20.6	20.4	19.9

This table indicates that students who attend Hartnell were below national averages. This is not surprising because of the stringent admission requirements of many schools and the "open door" policy of the California junior college.

Students entering Hartnell displayed greater competency than those who did not. Apparently, the student who listed Hartnell as a college choice and then did not enroll at Hartnell was a student who did not go on to college rather than a student who listed Hartnell only to "cover" himself in case he did not get accepted by another school, usually a state college or university.

Hartnell sophomores transferring to a state college who had not taken the ACT previously numbered forty-two. As score corrections are made for age and educational experience, sophomores would have to have more correct answers on the test to get the same standard scores as high school seniors.

ACT Scores for 42 Hartnell College Sophomores Taking the ACT During the 1965-66 School Year

English	Math.	Soc. Study	Nat. Science	Composite
18.1	18.6	22.1	20.8	20.0

College attendance seemed to indicate scores higher than those of high school students, even after corrections are made for age and training. However, English ability seems to remain the area of least competency and English and mathematics seem to be the areas least changed by college attendance. The measuring of these changes, or lack of change, is confused by the fact that almost all of the sophomores take at least one semester of English and American History and Government, while comparatively few of them have taken college mathematics classes.

ACT

ACT (American College Test) scores for students entering Hartnell College as freshmen in 1966-67.

	Number	English	Mathematics	Social Studies	Natural Science	Total
Mean	423	17.7	17.4	19.4	18.6	18.5
Range		1 - 30	1 - 34	1 - 32	5 - 32	5 - 30

Hartnell has received ACT scores for 423 students planning to enroll at Hartnell College in the fall term of 1966. The high schools the students attended are in these areas:

Salinas Union High School District	244	Alaska	2
Gonzales High School District	30	Arizona	2
King City High School District	35	Colorado	2
Gilroy High School	7	Kentucky	2
Iowa	7	Arkansas	1
Hawaii	4	Oklahoma	1
New York	4	Michigan	1
Idaho	3	Oregon	1
Minnesota	3	Pennsylvania	1
		Texas	1

ACT
(American College Test)

ACT (American College Test) scores for Hartnell Sophomores transferring to four-year college who took the ACT during the 1965-66 school year.

	Number	Eng.	Math.	Soc.St.	Nat.Sci.	Total
November Testing	40	19.3	19.1	20.6	21	20.2
February Testing	18	18.2	18	23	20.5	20.2
April Testing	22	16.5	16.4	20	20.6	18.6
TOTAL	80	17.5	17.8	21.5	20.7	19.5
Range		8 - 27	1 - 26	1 - 34	1 - 33	7 - 27

Scores of the ACT are reported in Standard Scores ranging from 0 to 36.

Scores made by the 1964-65 sophomores.

	Eng.	Math.	Soc.St.	Nat.Sci.	Total
	19.6	18.4	23.8	22.1	21.1

Observations:

Exactly twice as many sophomores took the ACT for transfer purposes in the 1965-66 school year as did during the 1964-65 school year--80 versus 40.

The 1964-65 year scores averaged higher in every area.

During the 1965-66 school year, each test group (the November, February, and April test dates) averaged lower scores than previous test dates.

I. THE ACADEMIC ABILITIES OF STUDENTS

B. College Board SAT Scores

B. COLLEGE BOARD SAT SCORES

Forty-six high school seniors had their College Board SAT scores sent to Hartnell College during the 1965-66 school year, although Hartnell neither requires or recommends entering students to submit them. Possible scores range from 200 to 800 for each part and from 400 to 1600 total.

	Verbal	Mathematical
Mean	430	460
Range	237 - 695	222 - 695
Total Score	(V + M)	
Lowest	509	
Highest	1258	

Twenty Hartnell Sophomores had to take the College Board SAT test for transfer purpose. The relatively small number of students taking the SAT at this level may be explained by the fact that most students take College Entrance examinations while they are seniors in high school and have the scores sent to four-year college to which they want to transfer.

Scores are weighted so that a college student has to get more correct answers to get scores similar to those he obtained when he was younger and less advanced in school.

	Verbal	Mathematical
Mean	517	511
Range	249 - 644	330 - 689
Total Score	(V+M)	
Lowest	750	
Highest	1223	

I. THE ACADEMIC ABILITIES OF STUDENTS

C. The School and College Ability Test

C. SCAT

In Orientation classes during the fall semester 729 entering Hartnell freshmen took the School and College Ability Test (SCAT), a standardized test commonly used in California Junior Colleges.

Table No.1, Local and National Norms of 729 Hartnell Students. compares the scores of Hartnell freshmen with nation wide norms. For example:

> Only five of our students are in the top five percent nationally. Statistically we would expect thirty-six to be there.
>
> Only one-third of our students are in the top fifty percent.
>
> In other words, we have two hundred and sixty-six students above the median and statistically we would expect to have three hundred and sixty-four students. Putting it still another way, out of seven hundred and twenty-nine students we have one hundred more below average than we should have.
>
> At the lower end of the distribution where we would expect to have ten extremely poor students out of each one-hundred chosen at random, we have only eight.
>
> These findings indicate that Hartnell has a typical junior-college freshman class; other California junior colleges get about the same distribution of scores.

The second table shows the percentile ranking of 3,419 students taking the SCAT each year starting in 1959. Two comments may be made:

> Over the years, the measured ability of our students is the same.
>
> This year's class is slightly below our seven year average although the difference is so little that it is probably of no significance.

Local and National Norms or 729 Hartnell students taking the SCAT (School and College Ability Test) in Orientation Classes during the Fall Semester, 1965.

Converted Score	Number of Students	Local Percentile Rank	National Percentile Rank
352 - 353			99.9
350 - 351			99.8
348 - 349			99.8
346 - 347			99.7
344 - 345			99.6
342 - 343			99.6
340 - 341			99.4
338 - 339			99.1
336 - 337			98.8
334 - 335	1	99.8	98.5
332 - 333	0	99.8	98
330 - 331	1	99.7	97
328 - 329	0	99.7	96
326 - 327	3	99.5	95
324 - 325	2	99	94
322 - 323	3	98.7	92
320 - 321	4	98	89
318 - 319	4	97	86
316 - 317	13	96	83
314 - 315	13	94	79
312 - 313	15	92	75
310 - 311	22	90	71
308 - 309	36	87	67
306 - 307	39	81	63
304 - 305	29	77	59
302 - 303	39	71	55
300 - 301	42	66	50
298 - 299	46	60	45
296 - 297	45	54	41
294 - 293	50	47	37
292 - 293	57	40	33
290 - 291	30	34	30
288 - 289	32	29	27
286 - 287	22	26	24
284 - 285	46	21	21
282 - 283	22	16	18
280 - 281	26	13	16
278 - 279	15	10	14
276 - 277	15	9	12
274 - 275	10	8	10
272 - 273	12	6	9
270 - 271	8	4	8
268 - 269	4	3	7
266 - 267	5	3	6
264 - 265	6	2	5
262 - 263	3	1	4
260 - 261	4	0.9	3
258 - 259	3	0.5	2
256 - 257	2	0.1	1.5
254 - 255			1.1
252 - 253			0.7
250- 251			0.2

Local and National Norms of 3419 Hartnell students taking the SCAT (School and College Ability Test) in Orientation Classes during the Fall Semesters of 1959 through 1965.

Converted Score	Local Percentile Norms				National
	5-Years Ago %ile Rank	Last Year %ile Rank	This Year %ile Rank	Hartnell Norms 1959-65 %.R.	%ile Rank
(No. Stu.)	(377)	(602)	(729)	(3419)	
352 - 353					99.9
350 - 351					99.8
348 - 349					99.8
346 - 347					99.7
344 - 345					99.6
342 - 343					99.6
340 - 341					99.4
338 - 339					99.1
336 - 337					98.9
334 - 335			99.9	99.9	98.5
332 - 333		99.9	99.8	99.9	98
330 - 331		99.6	99.7	99.8	97
328 - 329		99.4	99.7	99.7	96
326 - 327	99.7	99	99.4	99.4	95
324 - 325	99	98.6	99	99	94
322 - 323	98	98	98.7	98.4	92
320 - 321	97	97	98	98	89
318 - 319	96	96	97	97	86
316 - 317	94	94	96	95	83
314 - 315	93	93	94	94	79
312 - 313	91	90	92	92	75
310 - 311	87	90	90	89	71
308 - 309	83	81	87	85	67
306 - 307	78	76	81	81	63
304 - 305	75	71	77	74	59
302 - 303	71	68	71	72	55
300 - 301	62	63	66	66	50
298 - 299	56	56	60	60	45
296 - 297	51	49	54	54	41
294 - 295	43	41	47	47	37
292 - 293	34	35	40	40	33
290 - 291	28	31	34	32	30
288 - 289	22	26	29	30	27
286 - 287	19	21	26	25	24
284 - 285	16	17	21	21	21
282 - 283	13	14	16	17	18
280 - 281	11	11	13	14	16
278 - 279	9	9	10	11	14
276 - 277	8	7	9	9	12
274 - 275	7	6	8	7	10
272 - 273	5	5	6	6	9
270 - 271	4	4.7	4	4	8
268 - 269	3	4	3	4	7
266 - 267	3	3	3	3	6
264 - 265	2	2	2	2	5
262 - 263	1	1	1	1	4
260 - 261	1	1	0.9	0.9	3
258 - 259	0.8	0.6	0.5	0.6	2
256 - 257	0.2	0.1	0.1	0.2	1.5
254 - 255				0.1	1.5
252 - 253				0.02	0.7
250 - 251				0.02	0.2
0 - 249				0.01	

I. THE ACADEMIC ABILITIES OF STUDENTS

D. English Ability

D. English Ability

Percentages of Freshman Students Placed in English 1A, A, and 53A by the Cooperative English Test.

YEAR	1A	A	53-A
1966	32	34	34
1965	30	32	38
1964	31	29	40
1963	28	31	41
1962	23.5	30.5	46
1961	30	25	45
1960	21	22	57
1959	19	26	55
1956	20	21	59

Note: In 1962 the lower cut-off scores for English 1A (from 158 to 160) and English A (from 157 to 159) were raised two points, while the scores for English 53-A remain unchanged.

In ten years the greatest change has been in the proportion of the percentages of students entering Hartnell in English 53A. In 1956 fifty-nine percent were in English 53-A, in 1966--thirty-four percent.

THE PERCENTAGE OF STUDENTS FROM THE HIGH SCHOOLS IN THE HARTNELL DISTRICT PLACED IN EACH LEVEL OF ENGLISH DURING TESTING FOR THE 1965 AND 1966 FALL TERMS

School	English 1A		English A		English 53A	
	1966	1965	1966	1965	1966	1965
	(Numbers used are percentages)					
1	38	24	30	36	32	40
2	25	26	35	27	40	47
3	34	61	55	27	11	12
4	36	33	33	40	31	27
5	50	40	30	34	20	26
6	21	18	30	29	49	53
TOTAL	32	30	34	32	34	38

I. THE ACADEMIC ABILITIES OF STUDENTS

E. Reading Ability of Hartnell Freshmen

E. READING ABILITIES OF HARTNELL COLLEGE FRESHMEN

The Davis Reading Test, one of the most respected college freshmen tests of reading skills, was administered to 691 freshmen at Hartnell College during the fall semester of the 1965-66 school year.

In general, our students were somewhat below national standards for college freshmen. This can be explained--and defended--by considering the "open door" policy of the California junior college and its function as a "second choice" institution for those of poor academic achievement in high school.

Our students tend to be close to national norms in speed of reading and farther from them in level of comprehension. (Level of Comprehension means the ability to understand typical college-text material.) For example, thirty-nine percent of Hartnell students tested in the bottom twenty-one percent of students nation-wide on level of reading and thirty-seven percent were in the lower twenty-one percent on speed; seventy-eight percent tested in the lower sixty-three percent on level of reading and seventy-six percent in speed.

National Percentile	Local Percentile			
	Level		Speed	
	1964	1965	1964	1965
63	74	78	70	76
21	35	39	31	37

To illustrate the use of these percentile tables, out of every hundred students (chosen at random) we would expect twenty-one of them to score below the twenty-first percentile. In this low bracket (the twenty-first percentile), the bottom fifth, we had thirty-five students in 1964 and thirty-nine in 1965 in level of reading comprehension.

DAVIS READING TEST

Local and National Norms of 691 Hartnell College students tested during the Fall Semester, 1965, in Orientation Classes. (Percentile Scores)

SCALED SCORES	PERCENTILE SCORES LEVEL OF COMPREHENSION			PERCENTILE SCORES LEVEL OF COMPREHENSION		
	No.	Local	National	No.	Local	National
99						99
98	2	99.8	99			99
97		99.5	99			99
96		99.5	99			99
95		99.5	99			99
94		99.5	99			99
93		99.5	99			99
92		99.5	99	1	99.9	98
91		99.5	98	1	99.8	98
90	3	99.4	97	6	99.2	97
89	5	98.9	96	4	98	96
88	4	98.2	95	4	98	95
87	4	98	93	4	97	93
86	5	97	90	4	97	91
85		96	88	6	96	89
84	7	96	86	8	94	87
83	19	94	84	20	93	85
82	20	91	81	11	91	82
81	31	88	78	15	89	78
80	16	84	73	27	86	75
79		82	68	16	82	68
78	22	82	67	27	80	68
77	29	78	63	31	76	63
76	25	74	59	23	71	58
75	32	70	54	28	68	53
74	48	64	49	26	64	48
73	32	58	41	36	59	43
72	36	53	37	40	54	37
71	31	48	32	43	48	32
70	35	44	40	40	43	26
69	26	39	21	35	37	21
68	23	36	18	38	31	18
67	36	31	15	23	27	14
66	53	25	12	30	23	10
65	37	18	8	30	19	7
64	21	14	5	27	15	5
63	29	11	3	21	8	3
62	21	7	2	22	5	2
61	11	4	1	10	3	1
60	14	3	1	20	3	1
59	14	1		15	1	
Total	691			691		

II. FRESHMAN CLASS PROFILE

II. FRESHMAN CLASS PROFILE

1965-66

301 students attending Hartnell this year for the first time took the American College Test (ACT) which Hartnell recommends for all entering students. There were 172 men and 129 women.

At the time the test was administered (in November, February and April of the senior year in high school) a questionnaire was completed by each student.

The material presented here reports the compiled results of that questionnaire. In reading this report, it may be important to keep in mind that it represents what high school students stated about themselves rather than being the report of detached observers.

A thumbnail sketch of the statistically average Hartnell student reads like this:

> H. Art Joint, Jr., is an eighteen-year old male from a home with an approximate income of $7,500.00 per year. He had a high 'C' average in high school. He is romantically independent, that is, he dates although he does not go steady.
>
> He will drive a car to college. He hopes to work about sixteen hours a week at an outside job, usually as a gas station attendent.
>
> He is coming to Hartnell mainly to prepare himself for a vocation, although he mildly hopes to develop his mind in the process. He definitely feels that college training should help him earn a higher income. The more lofty goals of education--becoming able to enjoy life, developing moral standards and a satisfying philosophy, developing his personality and becoming a cultured person--these are unknown to him. Very likely it has never occurred to him to relate college to these goals.
>
> He is aiming at a bachelors' degree and perhaps a year of graduate training, although he is not sure of his major. He leans toward engineering and the sciences, but mainly he doesn't know what he wants to do.
>
> In college he strongly intends to participate in departmental clubs, science clubs and projects and athletics, either intra-mural or intercollegiate. Student government appeals to him as do writing and music, but to a lesser degree.

His female counterpart, Nellie Hart, might be described in this way:

> She is eighteen years old and from a home with an income of $7,500.00. She does not go steady.
>
> Nellie intends to drive a car to Hartnell. She hopes to work from ten to fourteen hours a week doing general clerical work, typing or baby-sitting.
>
> Like Mr. Joint she is going to college to secure vocational or professional training to permit her to earn a higher income. She says she is more interested in developing her mind than he says he is, and she is moderately hopeful that college will help her to become a cultured person.

Freshman Class Profile-1965-66

Her educational plans are more modest than his. She will settle for less than a bachelors' degree. She thinks of social work, teaching or nursing as possible vocations for herself. At this time she does not look forward to being a housewife.

In college she hopes to participate in departmental clubs, intra-mural athletics, student government, writing, and music in that order of interest.

- -

Age of Entering Freshmen - 1965-66

Age	Men	Women	Total*
17	26%	28%	27%
18	67%	68%	67%
19	7%	3%	5%

Marital and Dating Status

	Men	Women	Total
Usually date more than one person	49%	42%	41%
Going steady	14%	22%	21%
No dates	15%	11%	12%

Family Income

	Men	Women	Total
$5,000.00 to $7,400.00	21%	16%	19%
$7,500.00 to $9,900.00	20%	15%	18%
$10,000.00 to $14,900.00	13%	16%	15%
$15,000.00 to $19,900.00	2%	7%	5%
Do not know	18%	30%	23%
Will not tell	6%	15%	10%

---

*Percentages will not necessarily add up to 100. To shorten this report, percentages of "not known", "uncertain", and scattered answers are not reported where they do not seem to offer significant information.

Freshman Class Profile-1965-66

Most Important College Goals

First Choice of Goal

	Men	Women	Total
To secure vocational or professional training	63%	70%	66%
Second Choice			
To develop mind and intellectual abilities	24%	35%	29%
To earn a higher income	35%	16%	28%

Goals Least Frequently Mentioned As Being Of Importance

	Men	Women	Total
To develop moral standards	0	0	0
To become a cultured person	0	3%	0.7%
To develop my personality	0	2%	1%
To learn how to enjoy life	0	1%	0.3%
To develop a satisfying philosophy	0	3%	1.3%

Freshman Class Profile-1965-66

Educational Major

	Men	Women	Total
Engineering, Agricultural & Technology	23%	1%	8%
Social, religious & educational	7%	29%	17%
Business & finance	5%	19%	12%
Medical fields	8%	18%	12%
Administrative, political and persuasive	13%	2%	8%
Arts & Humanities	10%	8.5%	9%

Vocational Goals

	Men	Women	Total
Engineering	15%	0	9%
Social, religious & educational fields	6%	24%	11%
Business & finance	5%	17%	10%
Medical fields	7%	22%	13%
Administrative, political & persuasive	10%	4%	7%
Arts and Humanities	9%	10%	9%

Educational Plans - Degree Sought

	Men	Women	Total
College, but less than a bachelors' degree	24%	44%	36%
Bachelors' or equivalent	34%	33%	38%
One or two years Grad. or professional study	26%	15%	12%
Ph.D.	3.5%	0.8%	1.4%
M.D.	4%	0.8%	0.7%
D.D.S.	1%	0	

Part-time Work Expectations

No. of Hours	Men	Women	Total
Less than 10	21%	20%	20%
10-14	23%	43%	30%
15-19	26%	13%	21%
20-24	20%	16%	18%
25 or more	11%	7%	9%

Part-time Work the Student Is Willing & Qualified to Accept

	Men	Women	Total
Baby-sitting	1%	18%	7%
General Clerical	8%	28%	15%
Typist	4%	18%	9%
Secretarial	1%	11%	4%
Gas Station Attendent	26%	0	16%
Musician	6%	0	4%
Waiter	3%	9%	6%
Dishwasher	1%	0	1%
Odd Jobs	8%	0	5%

Extra-curricular Plans for College

	Men	Women	Total
Departmental Clubs	81%	89%	81%
Athletics-intercollegiate	73%	46%	61%
Athletics-intramural	52%	29%	42%
Science clubs	39%	19%	30%
Student Government	30%	41%	35%
Writing	22%	36%	28%
Music	20%	34%	26%
Acting	17%	28%	22%
Debate	14%	24%	18%

Freshman Class Profile-1965-66

High School Grades

Distribution of four grades (Percent)

Grade	English	Math	Social Science	Nat.Science
A	9%	5%	14%	5%
B	37%	22%	42%	25%
C	42%	46%	35%	45%
D	10%	23%	8%	18%
F		3%		2%
MEAN	2.46	2.03	2.62	2.15

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THE PROBLEMS OF STUDENTS

by

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UNIVERSITY OF CALIF.
LOS ANGELES

JAN 06 1967

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This study is one of a series:

THE CHARACTERISTICS OF HARTNELL STUDENTS, Studies Made During the 1965-66 School Year of the Student Population of Hartnell College

The Academic Abilities of Students and Freshman Class Profile

The Problems of Students

Cheating Survey

A Follow-up Study of Our Students

III. THE PROBLEMS OF STUDENTS

The Mooney Problem Check List

III. THE PROBLEMS OF STUDENTS

THE MOONEY PROBLEM CHECK LIST

The Mooney Problem Check List consists of 330 items commonly considered by college students to be problems. Students are asked to indicate which are "problems" and which are "serious" problems.

Although the introduction to the Mooney Check List does not mention the classification of problems, the items listed are categorized into eleven different areas.

I. Health and Physical Development (HPD)
II. Finances, Living Conditions and Employment (FLE)
III. Social and Recreational Activities (SRA)
IV. Social-Psychological Relations (SPR)
V. Personal-Psychological Relations (PPR)
VI. Courtship, Sex and Marriage (CSM)
VII. Home and Family (HF)
VIII. Morals and Religion (MR)
IX. Adjustment to College Work (ACW)
X. The Future: Vocational and Educational (FVE)
XI. Curriculum and Teaching Procedure (CTP)

At the end of the check list there are spaces provided for written answers to relatively unstructured questions as "How would you summarize your chief problem in your own words?"

First, we have categorized each comment by placing it in the problem area the student mentions first even though he may mention several problem areas. It was thought to be more effective in giving a picture of a student's problem and a student's attitudes toward problems if the quotation from the student was given at one place rather than breaking up his comments into smaller statements and placing them in different categories.

Second, here and there, names and other identifying phrases have been removed and a more generalized insertion made between editorial brackets.

Third, the spelling, punctuation and grammar are those the student used. No corrections have been made and no [sic] to indicate compiler awareness have been inserted. It seems more effective to consider a student problem stated in his own words and spelling--original though they be--than to change them and risk lessening the immediacy of his comment.

Although most students indicated that checking the inventory was worth doing, those who did not find it worthwhile usually added a hostile comment about wasting time or prying into personal business. Those who commented on the worth of the inventory typically said that it made them think more clearly about their problems.

MOONEY PROBLEM CHECK LIST

Results of check list given to 1965 Fall Semester Orientation Classes (The Mooney Problem Check List contains 330 items which students are to check if they identify them as their own problems.)

Number of male students:	278
Number of female students:	170
Total number students:	448

SERIOUS PROBLEMS

Problem	Male	Female	Total
Not spending enough time in study	55	36	91
Not knowing how to study effectively	45	41	86
Easily distracted from my work	45	22	67
Fearing failure in college	44	21	65
Slow in reading	47	16	63
Needing a part-time job now	34	21	55
Getting low grades	39	14	53
Hard to study in living quarters	33	17	50
Wondering if I'll be successful in life	33	17	50
Not getting enough sleep	32	17	49
Weak in writing	25	23	48
Unable to concentrate well	24	21	45
Worrying about examinations	22	22	44
Feeling tired much of the time	19	24	43
Trouble with oral reports	22	21	43
Daydreaming	24	18	42
Having a poor background for some subjects	23	18	41
Wanting very much to travel	21	20	41
Unable to express myself in words	19	20	39
Vocabulary too limited	21	18	39
Afraid to speak up in class discussions	21	18	39
Not knowing what I really want	26	13	39
Not planning my work ahead	23	12	35
Worrying about unimportant things	18	17	35
Moodiness, "havint the blues"	16	19	35
Nervousness	14	18	32
Wanting to improve my mind	18	13	31
Inadequate high school training	19	12	31
Being timid or shy	17	13	30
Forgetting things I've learned in school	16	14	30
Needing a job during vacations	17	13	30
Wanting to feel close to God	14	15	29
Boy friend		17	
Girl friend	12		
			29
Not getting studies done on time	18	10	28
Feelings too easily hurt	11	17	28
Having feelings of extreme lonliness	9	18	27
Managing my finances poorly	17	9	26
Being overweight	11	15	25

Mooney Problem Check List
1965 Fall Semester

COMMON PROBLEMS

Problem	Male	Female	Total
Not spending enough time in study	160	102	262
Easily distracted from my work	140	97	237
Not knowing how to study effectively	129	91	218
Slow in reading	128	60	188
Getting low grades	119	67	186
Wondering if I'll be successful in life	115	67	182
Daydreaming	105	66	171
Worrying about examinations	92	77	169
Not getting enough sleep	106	59	165
Wanting very much to travel	82	81	163
Needing a part-time job now	103	56	159
Wanting to improve my mind	95	60	155
Weak in spelling or grammar	100	52	152
Having a poor background for some subjects	91	57	148
Unable to concentrate well	72	72	144
Feeling tired much of the time	77	65	142
Trouble with oral reports	77	62	139
Hard to study in living quarters	90	45	135
Not knowing what I really want	76	59	135
Moodiness, "having the blues"	60	74	134
Fearing failure in college	76	57	133
Being lazy	84	57	131
Afraid to speak up in class discussions	57	74	131
Lacking self-confidence	66	64	130
Not using my leisure time well	73	54	127
Needing a job during vacations	68	59	127
Not getting studies done on time	74	50	124
Vocabulary too limited	55	70	125
Wanting a more pleasing personality	70	51	121
Weak in writing	64	57	121
Unable to express myself well in words	54	65	119
Worrying about unimportant things	61	57	118
Not planning my work ahead	61	56	117
Dull classes	73	44	117
Wanting to improve myself culturally	51	65	116
Worrying how I impress people	56	59	115
Doubting wisdom of my vocational choice	63	51	114
Afraid of making mistakes	59	54	113
Slow in mathematics	61	51	112
Wanting part-time experience in my field	67	46	113
Forgetting things I've learned in school	51	58	109
Not telling parents everything	53	56	109
Nervousness	52	55	107
Too little social life	62	42	106
Trouble organizing term papers	47	57	104
Wondering if I'll find a suitable mate	52	50	102

Mooney Problem Check List
1965 Fall Semester

Problem Areas Differing For Men and Women:

SERIOUS PROBLEMS

Problem	Male	Female	Total
Getting low grades	39	14	53
Weak in spelling or grammar	37	16	53
Lacking self-confidence	11	34	45
Doubting college prepares me for working	30	12	42
Concerned about military service	36		36
Too few dates	25	7	33
Not going to church often enough	19	7	26
Too many financial problems	18	7	25
Clash of opinion between me and my parents	9	16	25
Sexual needs unsatisfied	18	1	19

COMMON PROBLEMS

Problem	Male	Female	Total
Not going to church often enough	113	45	158
Concerned about military service	114		114
Feelings too easily hurt	39	69	108
Too few dates	72	28	100
Too little chance to enjoy art or music	58	22	80
Going through school on too little money	58	19	75
Being in love	26	48	74
Being stubborn or obstinate	29	45	75
Being overweight	25	43	68
Thinking too much about sex matters	52	13	65
Awkward in making a date	48	8	56
Too easily moved to tears	8	47	55
Wondering if my marriage will succeed	15	39	54
Sexual needs unsatisfied	46	6	52
Mother	18	31	49
Being underweight	44		44
Too short	39		39
Too tall		14	14

Mooney Problem Check List

I. HEALTH AND PHYSICAL DEVELOPMENT (HPD)

Serious Problems	Male	Remale	Total
Not getting enough sleep	32	17	49
Feeling tired much of the time	19	24	43
Being overweight	11	15	26
Poor complexion or skin trouble	14	10	24
Common Problems			
Not getting enough sleep	106	59	165
Feeling tired much of the time	77	65	142
Poor complexion or skin trouble	65	33	98

(Comments:)

Women

-I've always felt that I was too overweight, which made me very shy to strangers.

-I would say that my main problem is my physical appearance, overweight, which makes me self-conscious and a broken home that gives me a sense of no where to go.

-I'm overweight and I don't know if what I'm doing in school is what I really want.to do.

-My chief problem is getting my mind (will-power) set on the different ways of improving myself. I feel I am a little overweight, but yet and still I am unable to loss any weight.

-The chief problems are health, finance, and being in love. I have poor health; it affects me in my school work. My parents really can't afford to give me the financial support I need. I have no job. The person I'm in love with lives out of town. We don't see each other often enough and we can't get married because of finances, education and military service.

-My chief problems are those of poor health and also a different background. That background being one of religion and school tied together not seperate from each other.

-I am lack of money, so? I always have headache, and my teeth always trouble me, so I always worry about my health. I come from Hong Kong, so I cannot go home in the coming four years.

Men

-I feel tired very easily when I study but not play or work. I have to get at least 8 hrs. of sleep each day. Many people I know about can sleep much less and feel more awake than I. I hope very much to cut down my sleep so that I can have more time. I don't believe in the existence of God.

-I work too much and study and sleep too little. Often I can't study until after 12 o'clock midnight, then I lose out on sleep and get poor grades.

-Physically and mentally not prepared for college.

-Weak eyes, not studying enough, desire for love and affection, think too much about sex, easily go into temptation.

II. FINANCES, LIVING CONDITIONS AND EMPLOYMENT

Serious Problems	Male	Female	Total
Needing a part-time job now	34	21	55
Needing a job during vacations	17	13	30
Managing my finances poorly	17	9	26
Too many financial problems	18	7	25

Common Problems			
Needing a part-time job now	103	56	159
Needing a job during vacations	68	59	127
No steady income	63	38	101
Too little money for clothes	50	45	95

Comments:

Women

-I need financial help to continue.

-I do not have the money for college, but I want to go bad enough. We also have had many problems at home, financially.

-Worried about financial difficulties and about financial problems of family. Don't want to quit school to work, but hard to help family.

-How to get over with my studies and college life without having trouble where to get money I'm going to spend for the rest of it. I also want to have a part-time job to help myself finance my studies.

-I really don't know what I want to do. I have to live an apartment and work but I want to finish my education.

Men

-I think the chief problems have to do with study and earning money to go to college. It is hard today for someone to work and still go to school.

-Need more money. (2)

-My chief problem is that I work and try to go to school at the same time and am used to having spending money so I can't quit my part-time job. I will just have to learn how to study more in my spare time.

-My chief problems are money, understanding myself, and to many bills to pay.

-Most of the problems bothering me are the financial and scholastic problems.

-In need of scholarships and other financial needs for future university expenses.

-Financial problems and unsureness of future.

-(1) Money, (2) Time to study,

-I need some financial assistance.

-I am having a hard time getting through college because of financial problems.

-My chief problems are, too little money, a poor job, no family, few close friends and a poorly organized schedule.

-I'm having financial problems, need study habits, thinking too much of girls. Not having the right course this semester.

-Completing college and supporting a wife and child.

-My family doesn't have enough money to support me throughout my whole college life. So I have to work out the financial problem by myself, or at least there will be times when I shall have to raise money for my own expenses during college life.

-Presently I am worrying how much money my family can support for my college education.

II. FINANCES, LIVING CONDITIONS AND EMPLOYMENT

Comments:

-Chief problems include lack of financial security, lack of will-power, to do home work, relatively little real self-confidence.

-My problems are ones that I have brought on myself. My major problems concern money and my obligations to my parents and my home responsibility.

-I need a job, a place to study and to be a little "friendlier".

-My chief problems are not having enough time to do the things I like. My job, which I don't like, just supplies income to go to college and that's all. My job makes me tired and I depend too much on this excuse for not having homeowrk.

-I need more money to enjoy myself more. I'm always broke.

-I need money and I like sex.

-I don't have any problems except that I don't have the transportation to get anywhere. I like to go places where I never been.

III. SOCIAL AND RECREATIONAL ACTIVITIES

Serious Problems	Male	Remale	Total
Wanting very much to travel	21	20	41
Wanting to improve my mind	18	13	31
Trouble in keeping a conversation going	13	10	23

Common Problems			
Wanting very much to travel	82	81	163
Wanting to improve my mind	95	60	155
Not using my leisure time well	73	54	127
Wanting to improve myself culturally	51	65	116

Comments:

Women

-My chief problems right now are worrying about boys and dates, and I'm concerned about my religious beliefs.

-(a) My close friends are far away. No close friends here. (b) Uncertain of future financial support. Wanting to find vocational job. (c) Not close enough to God. (d) Not enough time to study and to do what I wish.

-My chief problems are --(1) how to get sophisticated, (2) how to concentrate more on my work, (3) always feel tired.

-I have a strong desire to travel, but this leaves me with a lonely friendless existence. I have travel throughout the U.S. for the last 3 years and can't find satisfaction wherever I live.

-

Men

-My chief problems are, to get more acquainted with people! To find more time for social life. Having more time for recreation and last to make a better plan of my schedule. Wondering whether or not to go on with my second plans of future or to stick with my original plans. My original plans were to go into teaching music. Since I play musical instruments in orchestras and bands, to keep on going on as performer.

-Chief problems are: to little time for recreation and relaxtion, worries about future occupation.

-Lack of social contact.

-By doing more thing I would enjoy and not being the only child in the family.

-

Mooney Problem Check List

III. SOCIAL AND RECREATIONAL ACTIVITIES

Men

-(1) Not using my leisure time well, (2) Lack of money going through school (3) Poor memory.

-My big problem is that I like to live a big social life more than anything else.

-Not enough time for homework and other activities. Working all the time.

-Not enough time.

IV. SOCIAL-PSYCHOLOGICAL RELATIONS

Serious Problems	Male	Female	Total
Being timid or shy	17	13	30
Feelings too easily hurt	11	17	28
Having feelings of extreme loneliness	9	18	27
Worrying how I impress people	10	14	24

Common Problems			
Wanting a more pleasing personality	70	51	121
Worrying how I impress people	56	59	115
Being timid or shy	59	48	107
Feelings too easily hurt	39	69	108

Comments:

Women

-Bing timid and shy keeps me hesistant in answering and asking questions. Lacking self confidence tends to give me the feeling that what I have wtitten or spoke about is not as important as some one else's report. Lack of a broadened vocabulary is a hindrance because I can not express myself. Easily moved to tears is imbarrasing because it is something you don't want to do and you put off seeing a councelor or teacher to avoid being imbarassed.

-I am shy and afraid of people. Nervousness is a problem and a lack of close companions.

-Being bashful and bing able to get to know people. Being able to talk to boys without getting embarrassed.

-My chief problem is being shy and getting embarrassed too easily. Learn to get into group conversation. Participate with them.

-I can't speak up to people. I don't know what I want to do.

-I let people run over me cuz I never get mad at anyone. Practically anyone can talk me into practically anything.

-To easily hurt.

-My chief problem in my personality. I feel I do not have a very good one.

-I'm afraid of hurting other people's feelings--such as close friends--by my actions. (not what I say)

-My main problem is that I's away from home, away from parents and all my friends. I feel like I'm lost in another world. I try to make friends here at Hartnell, I suppose I don't try hard enough, but I just can't make a go of it. My whole day is compiled of get up go to class--go to work--come home--eat--go to bed. There never seems time to study. I feel I must help my sister in her home because I'm there all the time. But I haven't time to study. It worried me quite a bit, because I know I won't make it.

Men

-Timid, and cannot concentrate thought in study, body too weak.

Mooney Problem Check List

IV. SOCIAL_PSYCHOLOGICAL RELATIONS

Comments:
Men
-Being an introvert, not being able to express myself.
-To shy won't face people.
-Lack of understand with people and feeling of other people.
-I am lonely, not prepared as far as English 1A is concerned.
-Kind of lost in college, not able to accept the work in all classes.

V. PERSONAL PSYCHOLOGICAL RELATIONS

Serious Problems	Male	Female	Total
Lacking self-confidence	11	34	45
Daydreaming	24	18	42
Moodiness, "having the blues"	16	19	35
Worrying about unimportant things	18	17	35
Nervousness	14	16	30
Being lazy	19	12	31
Common Problems			
Daydreaming	105	66	171
Being lazy	84	57	141
Lacking self-confidence	66	64	132
Moodiness, "having the blues"	60	74	134

Comments:
Women
-I haven't got much self-confidence and I tend to worry a lot about very small, trivial problems.
-1. Lack of self confidence, 2. inadacut educational background.
-My chief problem is developing self confidence. I can't picture myself doing something without worrying about it.
-My chief problem is a lack of self-confidence. I am try to make up for the lack by losing my temper or acting possessive. If I could gain more self-confidence my really important problems would be solved. But I feel I don't have any earth-shaking problems which requires analysis. I feel I'm a fairly typical persons with a few minor problems.
-My main problem is my lack of confidence. I never take an optimistic view of problems. I always look for the worst in most problems. I think aside from other faults, this is my main one.
-That I have too much of an inferiority complex, and not enough confidence, get moody too often.
-First of all I'm slow in everything espicialy school work. I don't have self-confidence. I'm shy about class discussion. I don't know whether I'll get a good job after school. I'm always sick, and have few friends.
-My problems are wide spread because I am not sure of myself, and I do not know what I want, yet.
-Very uncertain of ability. I feel afraid of failure and have poor concentration.
-I am to shy and bashful around people. I have never gone on a date because I am scared of boys. I want to do three things after college. 1. first be a business major, 2. Join the Waves, 3. Back to college to take Math and Science courses to be a Forester and Teacher.
-I am a sensitive and nervous person who has trouble in getting acquainted with other people.

Mooney Problem Check List

V. PERSONAL PSYCHOLOGICAL RELATIONS

Comments:

Women

- -I suppose just afraid--afraid of doing things. Just not studing enough. Seem to be always tired. Time seem to go fast. Grammer--and spelling slow.
- -They stem from bing afraid to attempt something. The fear of being rejected.
- -I can't drive myself to do the things that I know I should do.
- -Lack of initiative, motivation.
- -I'm disorganized most of the time. I find myself dreaming about things to come that are interesting to me while I am doing my homework. I feel as if I have grown up too fast, and as if I've missed something very important to me.
- -Various daydreaming--Difficult to concentrate and remember facts in subjects I dislike.
- -My chief problem is daydreaming. I get carried off into fantasies of my own if I stop listening to the teacher for just a few minutes.
- -Behind most of my problems is laziness. I have not initiative to improve or spend my time more wisely. I tend to underrate myself at times and I worry too much about little things.
- -I feel I'm in a rut! I'm afraid to do anything--I might hurt someone so I do what others tell me. I can't be on my own.
- -I feel I', too restless. I'm anxious to get out on my own with a good job. I think I need to get away from home and start making more decisions myself.
- -My chief problem is myself, because I always change my mind and never satisfied with anything. I'm a brat and spoiled. I should go and live outside of home to learn to grow up.
- -My problem is that I am not satisfied here and I haven't got the ability to expressions my thoughts. First of all I want to be living with my friends in my home town. Secondly, I feel extremely depressed at my inability to create. I have an enormous appreciation for music, literature, and art, but I have no real talent for expression. I paint, but my work looks flat and lifeless. My voice is just bareable at it's best and though I play a musical instrument I haven't progressed more than just average playing. My poems and stories don't seem as deep as the thoughts and feelings that produce them. I don't want to go through life not working at what interestes me most. But then I want what I work at to be good.
- -I've got a lot of problems and need someone to talk to.
- -I am so mixed up about life. There are so many things I need to learn.
- -I would like to get straightened out with myself,
- -Not being able to understand myself.
- -Problems, if I try I can correct myself.
- -These problems are something uncall for. I would like very much to over come them.
- -Not really happy at school or home but not so unhappy that it really bothers me.
- -I'm an average person. I have problems but they're not really as serious as I make them.
- -Chief problem: Lazy
- -Myself.
- -Being able to relaz is my primary problem. On rare occassions, when I can relax, I am to keyed up on nervous energy to relax.

Men

- -No self-confidence (2)
- -I think that I don't have enough confidence in myself, and there are things in life I want but I don't seem to be mature enough to accomplish them yet.

Mooney Problem Check List

V. PERSONAL-PSYCHOLOGICAL RELATIONS

Comments:

Men

- -My chief problems are stemed around my inferior complex. I think too deep about matters of less importance. I should concentrate on more important things first.
- -I'm too lazy. I know I should study more but I don't. I don't have a job or any money. The girl I'm going steady with loves me but I want to break up. I don't want to hurt her feelings. I'm too slow, I never finish tests.
- -I take myself and others too seriously, and worry, but I'm awfully lazy.
- -too lazy.
- -The only problems I have are caused by my laziness.
- -too lazy to study. Don't know what I wish to be.
- -I worry too much. I must slow down. I seem to worry about things that don't even envolve me. I frequently worry about some piece of equipment that I own breaking down (car radio, T.V., musical instrument).
- -Too worried about small unimportant things and not concerned with the things that really count.
- -Too many problems (2)
- -I feel I don't have a great deal of problems that I can manage the ones I do have.
- -I feel my chief problems are changing my life. And I'm hoping a miricle will come along, (not really)
- -My chief problems are up to my inner feelings and can best be solved by more concentration on these problems.
- -I'm very nervous and upset over my personal problems. I can't seem to get out from under a heavy strain.
- -They are wide and varying; although most of them are not overburdening.
- -My problems are only due to my own faults. They can and could have been avoided if it could have had a little more determination.
- -I am apparantly unable to face reality to the degree of which is expected of me.
- -BIG!!
- -I really don't know what to do or say and I don't know what will come next.
- -I'm sort of undesided always about things, what I should do or say.
- -I don't understand my wants and needs well enough.
- -I'm to easy going. I keep putting important things off when I know I should do them now.

VI. COURTSHIP, SEX AND MARRIAGE

Serious Problems	Male	Female	Total
Too few dates	25	7	32
Loving someone who doesn't love me	25	13	25
No suitable places to go on dates	14	8	22
Wondering if I'll ever find a suitable mate	11	11	22
Common Problems			
Wondering if I'll ever find a suitable mate	50	52	102
Too few dates	72	28	100
Wondering if I'll ever get married	36	47	83
Girl Friend or Boy Friend	40	39	79

VI. COURTSHIP, SEX AND MARRIAGE

Comments:

Women

-I want someone to share my problems and joys with, but he is afraid of being anything but a friend. Boys want too much sex, not enough love. Girls are pawns merely moved by boys and discarded when use is no longer needed.

-Most of my problems are about school and if I'll make it or not and my boyfriend. I don't know if I should be going steady or not because I find that he interferes with my school work a lot. I also have a hard time saying 'no' and because of this I am afraid to say no to him when he asks me to go out instead of doing school work.

-When I don't think about my problems I don't worry too much about them, but sometimes I get depressed by them. Sometimes, I guess most of the time, I worry about my boy friend who is really mixed up. I need someone to talk to about him. He expects so much of himself and I can't get through to him!

-My chief problem is trying to figure out a way to get married and find a job so that I will be able to support while he goes to college. My mother is another big problem.

-Don't know what I want. Recovering from unreturned love.

-I'm unsure of many things that I used to be so sure about. And I seriously question if I can ever marry--I just can't seem to find someone to whom I can relate. I think this dissatisfaction with a boy-girl relationship makes me dissatisfied in other areas--it gives me an unsecure feeling.

-

Men

-I find it hard to make a lasting impression on certain girls I met. Things seem to be coming at me too fast, with all my homework and everything.

-not meeting enough opp. sex

-homosexual attitudes towards others in different races.

VII. HOME AND FAMILY

Serious Problems	Male	Female	Total
Not getting along with a member of my family	10	16	26
Unable to discuss certain problems at home	9	15	24
Worried about a member of my family	11	11	22
Wanting love and affection	9	13	22
Common Problems			
Not telling parents everything	53	56	109
Irritated by habits of a member of my family	46	48	94
Wanting love and affection	43	50	93
Talking back to my parents	33	55	88
Unable to discuss certain problems at home	30	55	85

Comments:

Women

-My Parents--I'm an 18 year old college student and I feel I'm entitled to privacy and a certain amount of freedom. I have to ask permission to go somewhere, to do anything then the parents discuss it and then the answer, a most probable "no". Certain shows I can't see, even ones like the James Bonds! I have no privacy at all, I share a room with my 12 yr. old sister, she and the whole family has access to the room at all times, no one knocks!

-It's not an easy thing to live at home where your parents constantly treat you still like a child, when I am a college student. Conflicting problems always exist. Many of those are marked in this questionnaire.

Mooney Problem Check List

VII. HOME AND FAMILY

Comments:

Women

- -I believe my parents have got a lot to do with them since they are so strict and also my being the oldest and the only girl.
- -My main problem is my parents. Our family doesn't get along at all. My parents are too old fashion. We fight all the time.
- -Parents too afraid I might do something wrong. They say they trust me but they don't really.
- -Chief problems: My parents realize that I am mature and are afraid of losing me. They do not want me to move out (if I did it would hurt them, although it would help me personally) yet they constantly threaten me to move or tell me too. They are proud of me. They expect all the things their son (my brother) does not give them and what they never had themselves.
- -My chief problem deals primarily with my inability to get along with my parents. From this stem other problems: financial difficulties, wanting to go away from school, my parents always nagging me.
- -Parents--I don't get along with them. Religion--don't know what to believe. Poor study habits--(limited vocabulary). Too many outside interests. Boyfriend--different nationality and religion.
- -Not being able to talk to my parents.
- -My chief problems are deciding where I belong in the worlds and getting along with my parents. I want to leave home to attend school and they can't see spending the money if I'm not sure about what I want to do with my life.
- -My chief problem deals with my family life. I am an only child and I live with my mother. She has a boyfriend whom I dislike intensely--every little mannerism of his irritates me. I guess my feelings would be on account of the fact that she started seeing him only about two months after my father's death. Also, he doesn't come up to the way my father was in any way. He is just---ullgh. Also, they make plans in secret and I learned from my girl friend that they were planning to get married. I know that I can't accept this man and will not be able to live in the same house with him. However I realize things (like financial affairs, education) will be easier if she married him. I am torn between a type of greed and loyalty to my father.
- -The main problem that I have encountered is the problem of feeling that I owe my mother something (I think, gratitude for raising me) and that I should follow her wishes in choosing my life's work. I am also under pressure from adult friends who are professional people that my mother has called upon to advise me as to what to do and not to do since my father's death recently. I do not have the courage to break away and do what I want to do.
- -My family background is one of a very warm and good group of people. However, some very hard and cruel things have happened to us.
- -My mother tries to run my life. I am afraid of marriage. I have no goal in life.
- -My mother is ill and unable to get the medical attention that she really needs. My father is deceased and we only get $90.00 a month. My brother and sister-in-law are living with us and they are not having it exactly easy. My mother was in the hospital for about 6 months, in 1962 for a nervout-breakdown. I worry quite a bit about her because I know she worries about our bills and not having adequate income. I don't know what I would do if she were to get sick again.
- -

Mooney Problem Check List

VII. HOME AND FAMILY

Comments:
- Dad's away--not good for the development of my little brother.
- My sister's interested in a boy out of our race and she gives little concern to her religion. She's very quiet sometimes and very explosive at others. Just tired of living and competing.
- My main problem is with my step mother and sister who I can't seem to get along with since my step mother is so prejudice against my real sister and me and some times it seems my father won't stand up for us. Also I don't know what I want to do as a vacation.
- Being an only child is partly responsible for my feelings of lonliness, insecurity, and inferiority. My strong religious convictions have given me a lot of trouble with finding a male with the same conviction. Too much work and school work combined, not enough rest and relaxation.
- My problem is mostly wanting to get away from home and live with the man I'm going to marry. So that others won't have to tell me everything to do and boss me around.
- desiring to get along at home.
- I worry too much over the kids while I am away from home. Inadequate baby sitter.
- Husband wishes me to be better educated and to be able to help support our family should the need arise. I feel my responsibilities are great enough as they are. He wishes me to improve in a more material manner. I wish to study art, etc.
- I am too far away from home which is in Kentucky and I miss my mom very much. My aunt and uncle, whom I'm staying with, just plain do not get along with me at all. Every minute we are together we are fighting. I think I'm going to quit school and go back home.
- Having a family problem with the people I live with which interferes with my work. Would rather be in the entertaining field but not sure. Slightly overweight. Not always sure of myself.

Men:
- Not enough freedom at home
- Not enough freedom at home always. My parent make me work after school rain or shine.
- My chief problem is that I had not freedom during childhood, and sometimes so kind to people that I will be thought a fool.
- I'm constantly being treated like my two little brothers at home, and I'm worried about "what after college", and my military obligations.
- My chief problem lies with the fact that my parents are continually keeping check on my studying and grades which makes me nervous and worried about my success.
- The family is a big mess. I find it hard getting to know people.
- I can't settle down and study at home. There is always something else that I must do.
- My mother puts a damper on everything.
- Living home with my mother.
- I am not confident and some (one or two) serious problems (family).
- My parents are 45 years older than myself.
- A poor family background not sure how to make out in life.
- ONLY CHILD who made a bad mistake when a kid and can't break it.
- My chief problem seems to be that with all the time that I spend at school and at work, I have little time to devote to my wife and child. Although my wife is very understanding, it is easy for her to feel that she isn't being loved as much as she is.

Mooney Problem Check List

VIII. MORALS AND RELIGION

Serious Problems	Male	Female	Total
Wanting to feel close to God	14	15	29
Not going to church often enough	19	7	26
Sometimes not being as honest as I should be	9	13	22

Common			
Not going to church often enough	113	45	158
Can't forget some mistakes I've made	43	49	92
Sometimes lying without meaning to	38	51	89
Sometimes not being as honest as I should be	53	36	89

IX. ADJUSTMENT TO COLLEGE

Serious Problems	Male	Female	Total
Not spending enough time in study	55	36	91
Not knowing how to study effectively	48	41	89
Easily distracted from my work	45	22	67
Slow in reading	47	16	63
Fearing failure in college	44	21	65

Common Problems			
Not spending enough time in study	160	102	262
Easily distracted from my work	140	97	237
Not knowing how to study effectively	127	91	218
Getting low grades	119	67	186
Worrying about examinations	92	77	169
Weak in spelling or grammar	100	52	152
Having a poor background for some subjects	91	57	148
Unable to concentrate well	72	72	144

Comments:

Women

-Main problem is bad study habits. Any sort of distraction will slow down my studying.

-My chief problem is getting down and studying!!!

-Studying is my main problem. I settle down to study and get tempted by other things.

-I have problems more with how I spend my time wasteful, and how to organize study.

-My chief problems are mostly concerned with my study habits at college. Though I study enough, I usually study the unimportant things. When taking a test, usually that which I studied is not even in the test.

-It is very difficult for me to find a place to study. My parent's don't allow me to go to the library at night so I must study at home. With four little monkeys and that oversized television, I find it rather difficult to concentrate on my work. My eyes seem to get tired. Also housework, keeps me from having enough time to do my homework.

-I have a hard time learning how to study.

-Not knowing how to study, but when I do study I get the test paper and forget what I studied.

-Lack of knowing how to study and prepare for a test.

-Need to learn and study more. My advisor is poor on helping me.

Mooney Problem Check List

IX. ADJUSTMENT TO COLLEGE

Comments:

Women

- My main problem is learning to study effectively and also in need of financial support. If I could learn to study effectively this would allow ample time for outside activities as follows: a job, recreation, and to participate in social activities.
- Not having the "drive" I once had in high school. I'm not as conscientious about my studies as I realize I should be. Not knowing how to study or prepare for big exams like mid-terms. I'm not keep up with my courses. I;m not doing my best as I should.
- Chief problem of study habits, what my goal is in life, where to step to.
- To speak of I have very few problems. I live a very happy life, and most of the time I am satisfied with what I accomplish. One of my main problems of college is my slow reading which I plan to increase by taking a remeadle reading class next semester.
- My biggest problem in school is not being able to write good essays. And my other problem is not having enough money to get married.
- The chief problem is that I can't get high marks in my study as I should be.
- My chief problem has to do with preparation of obtaining a good education and obtaining the best grades possible and being able to meet financial needs through-out my education.
- I have a nice home life. I have money to go to college but sometimes I don't think I'm intelligent enough to stay, although I won't drop or quit college. I know everyone needs an education. I'll finish even if it takes me longer than I want it to.
- I have not applied myself as I should in college.
- In need of college work stimulation. I can handle the rest through my faith and beliefs.
- I have not been well prepared for college.
- I didn't learn enough in high school to help me in college. It is like starting all over again from the beginning. I lack confidence in myself. I feel that if I want a job in speech therapy I won't be able to get one. I think my eyes will hold me back. Who would hire a person with poor eye sight.
- I think college is a big step and it just takes a lot of adjusting, for it is a completely different atmosphere.

Men

- Need to learn better study habits. (2)
- My chief problem is finding study habits and adjusting to college life, after being away from school for a period of time.
- Lack of training in good study habits while in high school.
- One of my chief problems is that I have a poor study habit. I feel that if I can overcome this problem my troubles will be over. I have already taken steps to solve this.
- Just no desire to really break down and work. My study habits are poor and I need a change in them.
- My chief problem is lack of will power in studying when I know I should.
- I feel that full concentration on my studies is my major problem. I do not have any place where I study for any periods of time without being disturbed.
- My chief problems are these: I don't study successfully, and also don't spend enough time in study. Constantly, I'm afraid of failure in college, but I'm trying.

Mooney Problem Check List

IX. ADJUSTMENT TO COLLEGE

Comments:

Men

- Chief problem is my great and magnificent ability to be very lazy in doing homework and studying. Willing to do anything else readily. Work 5 days a week, seven and a half hours a day and carrying 16½ unit load in Junior College.
- Find my grades lower than ever before. Can't determine whether it's stupidity or poor working and studying habits.
- Study well in the school library but when I don't finish something, I schedule it to be done at home and when I get home I postpone everything and it becomes a last minute deal.
- In school I don't pay attention and I don't give enough time for study. I daydream and don't concentrate for long periods of time. I don't belong to any social groups. I don't manage money well and there never seems to be enough of it.
- Troubled by not being able to concentrate on school enough.
- Not interested in school studies as I should be and should concentrate on my problems more.
- Uninterested in school at the present time, and so I devote more time to social life rather than school studies.
- Lose interest very fast. Can start something and be half done and then lose interest.
- I don't study as much as I should and I'm still not sure about what I want to be.
- Not knowing exactly what course of study to take up and grades are not good because of lack of time to study.
- Nearly all my problems concern a lack of interest, rather than a lack of ability.
- Kind of lost in college, not able to accept the work in all classes.
- I find college not to be what I had expected. I have no school spirit and lack of interest. I really don't like this college.
- My chief problem is becoming myself plus my educational handicap. At one time, I was quite smart educationally and academically. When I reached college, everything changed--my attitudes and my good study habits. I'm now emotionally disturbed. I get a mental block often. I cannot concentrate. My educational degration goes back to my Jr. Year in High School. I still have this problem ever since.
- Unable to readapt to school life after 4 years in service. Much older and more mature than fellow classmates. Don't know how to handle myself among them.
- Well, I have too many problems right at the present to go putting them down on paper, but my biggest ones are History and My Bachache. They both have stayed with me for a long time and they'll probably be with me for a long time to come. So all I can do is try to do my best to ease the pains.
- I am just a boy who is having a hard time in college and is sometimes bothered by it. I have no real problems at home.
- My chief problems pertain to school. One is in taking part in class discussions. I am too shy to speak up. Another is in term papers, not being able to write well. My reading level is low.
- Unable to express my thoughts in writing.
- I find my biggest problem academically dealing with mathematics. I am satisfied with all my teachers--except one--foreign language instructor. I don't like his method of teaching nor do I like him personally.

Mooney Problem Check List

IX. ADJUSTMENT TO COLLEGE

Comments:

Men

- -Having problems in comprehinding the work that I read. I need help.
- -Not studying enough, lack of funds, and I don't want to go to war.
- -I am not very good in school.
- -Being able to stay in school with good grades.
- -My chief problem mostly deals with my schoolwork.
- -Most concerned with graduating from college and how to improve my study habits.
- -School--passing or failing.
- -I worry too much about getting through college.
- -I don't think that the High Schools are training us well enough. They just do a half ass job of giving us an education and I think something should be done about it.

X. THE FUTURE

Serious Problems	Male	Female	Total
Wondering if I'll be successful in life	33	17	50
Doubting college prepares me for life	30	12	42
Not knowing what I really want	26	13	39
Concerned about military service	36		36

Common Problems	Male	Female	Total
Wondering if I'll be successful in life	115	67	182
Not knowing what I really want	76	59	135
Doubting wisdom of my vocational choice	63	51	114
Wanting part-time experience in my field	67	46	113

Comments:

Women

- -My chief problems are not knowing where I am going and for what reason.
- -Not knowing where I'm going.
- -Not knowing what I want to do in college and after. Wanting to quit college and get a job. Wanting to get married.
- -Right now, I'm not sure of what I want to do--whether to go away from here and attend another college. I'm getting so tired of seeing the same people and doing the same things all the time.
- -Wondering if my present vocation is what I really want.
- -Afraid that I won't be employed after graduation. I need work experience and not knowing exactly what profession to take up.
- -My greatest problem is that I am afraid that I won't succeed in following my chosen career successfully or that I won't know how to start.
- -I worry about the future. I want to be successful and have a happy married life.
- -I want too much--5 years of college, to be a teacher, to marry my present boyfriend, to spend 3 years as an airline hostess. Impossible!

Men

- -Not knowing what I want to do. Unsure of and not completely happy in my major. Wanting someone to love is a frequent thought of mine.
- -Not knowing what I want to do in life and not having a successful relationship with anyone of the opposite sex.

X. THE FUTURE

Comments:
Men

- -My chief problem is not being sure of my future. Not knowing what vocation to follow.
- -A feeling of insecurity now and in the future. And also an uncertainity of my life's vocation and finally the urge to get started now and make my way in life.
- -I don't know what is going to become of me; I'm a foreign student and I have to take a good degree if I want to go back home. Back home it is very different from here. A person has to have a good degree like a doctor, a lawyer, etc. If not, he is looked down upon. I'm not sure of what I want to become and if I can make it with little support from my family. I am trying to follow my brother's steps of supporting myself here.
- -My primary difficulties are choosing a real goal and then reconciling that with my present situation. What I would really like to do the most is to write. At present, however, I find myself in the wrong situation for preparing for a writing career. My friend and parents find it wholly impractical. I find myself with a great urge to create, but not enough life experience to do a good job. What I fear the most is being put somewhere that will isolate me from people in such a manner that I will be unable to observe them and use them as background.
- -Wondering if I will graduate college and get a good job in my chosen field.
- -Stemming from lack of knowledge of what future plans after college may be.
- -I don't really have any ambition to do anything.
- -Knowing what I want but being afraid to compete.
- -My main problem is that my family is trying to force me into a profession that I am not sure I want to go into.
- -As evidenced by my attendance in college, I have a desire for a better position in a different kind of work with better promotional opportunities.
- -I would like to find a different job where I would be working for experience for my vocation.
- -Fear of not being able to finish my schooling.
- -Fear of draft messing up college education.

XI. CURRICULUM AND TEACHING PROCEDURE

Serious Problems	Male	Female	Total
Hard to study in living quarters	33	17	50
Forced to take courses I don't like	14	9	23
Dull classes	15	7	22

Common Problems	Male	Female	Total
Hard to study in living quarters	90	45	135
Dull classes	73	44	117
Campus lacking in school spirit	38	38	76
Forced to take courses I don't like	42	37	79

Mooney Problem Check List

Question 3: Whether you have or have not enjoyed filling out the list, do you think if has been worth doing:

	Men	Women
Yes	122	105
No	45	22

Could you explain your reaction?

Women:

-It helped me to better understand my problems. (5)
-I think it helps one to realize one's problems if you can see them written down.
-Now I know just what my real problems are and I can work them out.
-I think this questionnaire has helped me see how many of my 'problems" are related to each other.
-I say 'yes' because this test helps me to know what problems I have and some of those problems are not known by myself.
-Because everyone has a problem now and then. If they answer the questions with faith, we will be able to find out which problems are around more.
-It might help someone learn what it is that is bothering them and maybe correct it.
-It enables me to "put my finger on" my problems that have been bothering me--problems I didn't realize mattered so much. I am going to take steps tonite to improve many of them.
-It brings you face to face with your problems.
-It has given me a chance to see my problems, and also to know that I'm not the first one who has thought about them.
-It gives me a chance to look at me and my problems. This enables me to try to understand better. Also maybe I can help myself.
-Yes because you can look at yourself more honestly by answering the questions with an open mind.
-I believe that it wrote down some of my problems and seeing might help.
-Yes, it makes me think about some of my problems.
-It gave me a better picture of myself.
-This test really shows the kind of person I am. My personality and work habits.
-I think that it has helped me to know my problems more clearly. These problems are concerned mostly with my study habits at college.
-It makes me realize some things I never did before.
-Yes, because it brings out the point that you don't even think of that are your problems.
-I answer yes and no because the object of this problem list is to realize one's problems and face them. I know my problems but there is only a very few ways to overcome them.
-It helps me get a better picture of myself and pinpoints my problems.
-It gives a better self pitcher of ones self. With the help of others.
-Because I didn't know I had some of these problems.
-Because I see my problems aren't have as bad as I thought they were.
-Because sheet asks to many things that are really true, yet the person won't answer the question true, cause of other sentences relating to certain reasons.
-Forces me to see my social difficulties.
-It will cause me to think about these problems and do something about them.
-It lets you see your problems in writing.

Mooney Problem Check List

Question 3: Whether you have or have not enjoyed filling out the list, do you think it has been worth doing? Could you explain your reaction?

Women:

-Maybe by filling it our there will be some improvement in certain areas and perhaps realizing some of the difficulties will help improve me.
-I think it was worth doing because it has listed what I couldn't list for myself.
-Many questions I had not previously considered in my feelings were brought out.
-Now I know I'm really a problem child! I think I'll try again to iron Some problems out....perhaps I can start with a new insight towards that problem and realize it's not so bad after all. However, I feel better already.
-It makes you pick out your precise problems and realize how many more problems you could have.
-I feel in this way, all of us may learn the problems of others, thus making ours a little smaller.
-I have enjoyed filling this list because I didn't realize one knew the problems some teen agers had.
-It's gratifying to know there must be others with the same problems or else they wouldn't have been on this test.
-It was kind of fun, and I got to "air" my problems.
-I enjoyed it because it was honest, and its nice to know that your not the only one who feels that way.
-I didn't mind filling out the questionnaire. I thought it was interesting.
-I enjoyed very much, I thought it was worthwhile.
-Like having talked with an understanding person.
-I think it was well worth doing because at least I have gotten off my shoulders.
-To reveal myself to me more honestly.
-I believe that it is important for students to realize that others do care about their problems, and maybe in their way better counseling services can be obtained. Also, this survey enables teachers to determine what factors bother the majority of the students. Some of these items deal directly with teaching, and if something is missing in the methods maybe this will be shown.
-More or less, I learned the varieties of problems which a college student can confront in his life.
-It made me realize that other people have a lot more to worry about than I do at present. Also, I'm thankful that things are at a low so that I can adjust to more problems as they come.
-For the advantages of comparing myself with others.
-Yes, enjoyed reading others problems.
-Everyone has problems and they are glad for someone to help them.
-I think this is a very good way in helping students.
-My reaction was that maybe if I can't figure out a solution, maybe someone else can.
-It gives the college officials a chance to know what's wrong and, if possible, correct the troublesome things. This is about their only way of finding out about problems bothering college students.
=It will give the board a good idea about the problems of the students.
-Anything is worth doing if it will help a person in the end.
-I didn't gain from it personally but it could open the minds of some other students and make them realize what their problems are.
-Sometimes we cannot be completely honest even to ourselves. If we are, stating these as our problems still does not help because we still do not have a solution.
-It doesn't help with my problems. I realize that I have these problems, but underlining them doesn't release me from the problems.

Mooney Problem Check List

Question 3: Whether you have or have not enjoyed filling out the list, do you think it has been worth doing? Could you explain your reaction?

Women:

- What can anybody do about them. When you look at the sheet you see a bunch of problems and what can you do?
- I feel this test is rather inaccurate. If it could be given with more privacy and a professional guidance counselor it would be more successful.
- It depends on whether its going to help me solve my problems before I could answer the questions.
- I think you are the only one who can work out your problems. It is no one else's business.
- No, because you can't do anything about my problems. I have to solve them myself or with my parents.
- The test doesn't really give you a clear picture of my problem. It is really to general.
- Yes, in a way. But it really is of no importance to me because I all ready understand my problems. But as a survey I guess it is ok.
- I know what my problems are but there's not much that can be done.
- None--I've thought about these things too many times before to let them bother me now.
- Not as far as I'm concerned for I have known my problems for quite some time.
- I don't see what good it will do anyone.
- How is it going to help?
- It accomplishes nothing.
- What is gained by this?
- It covered everything.
- Everything should come out sooner or later.
- The questions are too personal.

Men:

- I already had perceived my problems. (3)
- Facing problems helps to overcome them. (2)
- I think this was very worth doing because I can see my problems more easy.
- I'm hoping there is some way I may help myself now that I can see just what my problems are.
- I think this exercise helped me realize some problems that I have that I really didn't think I had.
- I can see now how many problems I do have, which I don't have enough courage to talk over to anyone.
- Helps you think about what your problems are so that you can solve them.
- I often realize I have problems, but sometimes am not sure exactly what they are. This list pinpoints them.
- This list points out what my main problems are and how I might correct them.
- The test gave me a look at myself and brought the things to my attention. Somethings that I haven't really thought about, but does worry me.
- Because it gives you a chance what's bothering you, and it might bring you "to the light of things".
- Because it gives you a chance to see what problems you really have and it gives you a chance to try and do something to correct them.
- Because it could very well give the student an insight to the many really serious problems he or she may face--and minimize their own problems.
- Made me recognize my problems. Not for the first time.
- Might help solve some of these problems.
- It gives a good review of my troubles and weakness.

Mooney Problem Check List

Question 3: Whether you have or have not enjoyed filling out the list, do you think it has been worth doing? Could you explain your reaction?

Men:

-I feel this gives a person a better all around picture of himself. I would never have asked these questions of myself. I feel as though I see myself now as I am.
-I think it is good to have your problems presented to you in black and white.
-It gives me some support to analyze my own difficulties.
-It helped me to find out about other things.
-It gives a survey of your problems.
-Tells something about one.
-It gives me a picture.
-Some of these questions hit the nail on the head.
-A chance to tell someone what I want to say and think, hoping something will result.
-Its like someone to talk to, to tell troubles to!
-It was just like talking my troubles over with a very very close friend whom I no longer can see. It was a relief.
-It's telling someone else your problems without knowing who it is.
-A person can say what he really feels without having to worry about who's going to read it.
-It's a survey course to help those students realize that they're not the only ones with problems.
-Others may benefit by the combined answers of people like me and other students taking the test.
-Surprised to see how many problems that I share with others.
-Shows you others have problems.
-This list gives you an idea of some of the problems you could be having.
-It is good to know that other students have had the same trouble as you.
-I do think its been worth doing because now I know how few problems I really have.
-It gives a good general idea of problems offered by students coming to Hartnell. This sort of thing helps the students if he goes to a counselor who has this info. Yeah!
-This way someone will recognize my problems.
-It showed me some of my faults.
-I hope this will help to answer some of my problems.
-Made me think hard about my simple life, will start to improve soon(?)
-In filling out this list, I feel I have had a chance to express myself.
-Help one to know oneself clearly.
-Perhaps I can improve myself by the results of this check list. I hope so, anyway.
-Makes you think.
-I think it is worth doing. I didn't enjoy it.
-If the results of this test will be put to use I think this will be a worthwhile 40 minutes spent.
-Questions were to the point and made sense. A good test.
-So people really need outside help.
-It would be useful only if the indicated problems are well advised.
-Seems a waste of time unless some thing is done to correct faults.
-It gives a good general idea of problems offered by students coming to Hartnell.
-I would like to see the results.
-I didn't enjoy or dislike filling out the list. It was of some use.
-It was a very inclusive list and it did seem to cover the problems of college students in general.

Mooney Problem Check List

Question 3: Whether you have or have not enjoyed filling out the list, do you think it has been worth doing? Could you explain your reaction?

Men:

-I can't see the value of this--we all know our problems I think. I know how many people have how many problems.
-I feel I know what my problems are without having to see them on paper. The test seemsto inflict problems on the person being tested.
-A person knows what his or her own problems are; he doesn't have to have a list in front of him to designate his particular problems.
-I don't think a person with these problems is unaware of his trouble. Therefore this is meaningless.
-I know my problems are there, reading them on paper is no different.
-Couldn't say! Things like this are personal and shouldn't be brought out.
-Many of the questions didn't apply to me.
-Takes too much of ours and your time when we could be doing other things.
-It's just another survey.
-Just another test.
-It is very dull.
-I don't see how it's going to help.
-It doesn't help me any.
-I know what's wrong!
-Wonderful, wonderful, I feel relieved. Sometimes the headache comes from behind and work forward. Now I can face the world with a clear insight into the wonderful and mysterious mechanical procedure in this life and the life to come--you see I believe in eternal life.

Question 4: If the opportunity were offered, would you like to talk over any of these problems with someone on the college staff?

	Men	Women
Yes	79	61
No	82	63

If so, do you know the particular person(s) with whom you would like to have these talks?

	Men	Women
Yes	33	32
No	95	49

Women:
-If I knew my college advisor well enough, I would like to talk to him.
-Mr. Lee and Mr. Sandgren and Mrs. Shin
-I would probably talk with my counselor but doubt these "talks" would do any good.
-Talking with college staff. I can be helped in whether I am able to make it in that field. With other person, I would want them to know what I'm planning to do and with their help and encouragement.
-I don't see any need to talk about my personal problems as long as they do not "over take" me. So far I have been able to (if not handle), live with them. Professional problems I would rather discuss with my councilor than my parents, because he is inclined not to take a personal interest which is better for me.
-I'd like to talk it over with someone but I don't know who.

Mooney Problem Check List

Question 4: If the opportunity were offered, would you like to talk over any of these problems with someone on the college staff?
If so, do you know the particular person(s) with whom you would like to have these talks?

Women:

- -I'd like to talk it over with someone but I don't know who.
- -I don't know any of the college staff that well to talk to.
- -I have tried to talk to one of my teachers, but the person is completely apathetic, so I would rather remain mute.
- -Counselor is always "too busy".
- -The person I'd talk over these problems doesn't live in Salinas.
- -No. Any problems I have I would rather talk over with my parents.
- -No, not necessary.

Men:

- -Mr. Decker
- -Person who is qualified in helping one with my vocational interestes--counselor.
- -I need to talk to someone who has real experience in professional writing.
- -A priest, because he can help me. Also some that I won't come face to face with. It would be rather embarrassing. Don't you think so. I would rather communicate by letters that way I won't come face to face. Also I would like to talk to a psychiatrist or Santa Claus.
- -I'm too ashamed because I think my problems are silly.

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CHEATING SURVEY

by

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UNIVERSITY OF CALIF.
LOS ANGELES

JAN 06 1967

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JC 670 034

This study is one of a series:

THE CHARACTERISTICS OF HARTNELL STUDENTS, Studies Made During the 1965-66 School Year of the Student Population of Hartnell College

The Academic Abilities of Students and Freshman Class Profile

The Problems of Students

Cheating Survey

A Follow-up Study of Our Students

IV. SURVEY ON CHEATING

IV. SURVEY ON CHEATING

The graduates of Spring 1965 were asked some questions about cheating on a one-page questionnaire they were mailed in the fall of 1965 to be answered and returned without identifying the respondent.

A copy of the questionnaire is attached.

Regarding penalties for cheating, student opinion ranges from expulsion through failing the course to simply re-testing those caught cheating.

Students believe that colleges like Hartnell could not use the Honor System successfully.

Students indicate that our classroom testing procedure could be improved in many ways, some improvements easy to make, others more difficult.

Easy improvements:

Checking or exchanging Blue Books
Closer proctoring of examinations
Seating students so they can't collaborate

More difficult methods of improving testing and reducing cheating include these:

Using essay tests
Using different forms of a test in the same section
Changing tests frequently
Giving only "worthwhile tests"
Properly motivating students

On the following pages, student reaction and replies are given in more detail. Numbers in parenthesis following a comment indicate the total number of students making a comment similar to the one quoted.

REPLIES TO QUESTIONNAIRE ON CHEATING

1. How many students do you estimate cheat in classes at Hartnell?

Percent	Number of Replies
10%	48
10-25%	12
25%	45
25-50%	3
50%	17
70%	1
90%	1

2. Are there certain departments in which cheating occurs most frequently?

	Number of Replies
Yes	76
No	46

	Number		Number
Health Education Classes	19	Art History	2
History	13	Language Courses	2
Social Science Dept.	13	Math	2
English	8	Terminal Courses	2
Required courses	7	Nature Study	1
Science	7	Philosophy	1
Business	6	Physical Education	1
General Education Courses	3	Psychology	1

Comments on Question 2:

Objective tests	7
All classes	6
If a person cheats in one, he will cheat in all.	5
Large classes	4
On Blue Book exams	3
Lecture rooms in Merrill H.	3
Did not see any cheating	3

Departments in which same tests are used year after year.	2
Classes of an instructor who has 2 or more classes in same subject.	2
Standardized tests	2
Crowded rooms	2
Pressure of instructor or grades	2

3. If your answer was "Yes" (to No.2), in your opinion, does more cheating occur in courses required for graduation rather than in other courses?

	Number of Replies
Yes	51
No	29

Replies to Questionnaire on Cheating

4. Do you think that an Honor System would work at Hartnell?

	Number of Replies
Yes	21
No	108

These were the most frequent answers given to: Why or why not?

- -without supervision temptation is extremely high. (16)
- -Because students aren't mature enough for such responsibility now. (14)
- -Because there is always some person that does and makes it hard on the other students. (9)
- -Because it could lead to more cheating; one who wants to cheat can almost do it under most conditions anyway. (8)
- -A greater percentage of students would cheat if they had the chance given them under the honor system. (8)
- -If students cheat when they are under supervision, then they would certainly cheat without a teacher present. (6)
- -If a student is going to cheat, he will try it whether or not there is or is not an honor system. (4)
- -it would probably work for the good or conscientious student, but the poor or failing student is still going to try and pass anyway he can.
- -They're only interested in the grade, not in learning. (4)
- -The environment of the school is not right for a successful Honor System. (4)

5. Would a statement on blue book tests such as "I hereby affirm that I have neither given or received help from other students or other sources on this test" to be signed by each student help prevent cheating?

	Number of Replies
Yes	22
No	115

Comments on Question 5 (most frequent):

- -The statement on Blue Books makes no difference. The student who is going to cheat will anyway. (17)
- -I feel if they are going to cheat they wouldn't be bothered by signing such a statement. (20)
- -If students are going to cheat, they are going to lie. (15)
- -Students probably wouldn't take it seriously. (8)

6. Do you have any other suggestions to make that would help Hartnell instructors to keep cheating at a minimum?

(Supervision)

-I believe that some of supervision--applied diplomatically--is necessary. Immature students would perhaps rebel at stern watchfulness! Thank you for the opportunity to express my opinions!

-Stand at back of class during tests. This keeps students guessing where he is, and it is harder to cheat under these circumstances.

-If the instructors have been the students in school, they will know how to prevent it. The best way is let other instructor to supervise the test.

6. Do you have any other suggestions to make that would help Hartnell instructors to keep cheating at a minimum?

(Supervision)

-The only one I can think of would be to have someone like a T.A. to watch the class and anyone caught cheating more than once would lose credit for the course. Granted, it would still go on, but it would shake up a few people.

-An instructor should look alert--perhaps walk to the back of the room--and not read a magazine or turn back on class for a long period of time.

-The teachers should observe the students as closely as possible in order to reduce temptation toward cheating.

-Patroling the rear areas and inforced promises.

-Watch the students more carefully during the tests.

-Proctor exams, lab instructors make sure students don't "dry lab" reports.

-Watch the class instead of doing other work during a test.

-The classroom that is closely supervised will have less cheating. Also a teacher who does not use the same test every year will find few students able to cheat. The major thing that will cure the cheating problem is work.

-Have two or more instructors watching students while exams are being given. Never give the same exam twice. Seat every other seat and every other row, allow only a pencil or pen and no books on test day. Alternate a different question sheet to every other student taking the exam.

-Proper supervision and not leaving anything open for temptation.

-Separate students further apart, and walk through the room more frequently. Stiff punishment, such as failure to the course, might also help.

(Seating Arrangements)

-1. I suggest the instructors insist on having a greater distance between desks while testing. 2. Also I suggest that teachers grade all their classes on the same subject on a curve to avoid test information from an early class reaching individuals in a later class.

-Yes, put only so many students in a room with plenty of space between them and all books, notes, etc., be kept from the testing room. Make up 2 or 3 different tests also to be distributed to the class and never give a completely different class of the same subject, the same test as you gave one.

-Seat students at least every other seat, give a different part of the test to every other student. If the teacher has taught the course well, and the students are familiar with the material they will have no need to cheat.

-Best way to prevent cheating is to eliminate opportunity for cheating by spacing students during tests.

-If I may delve into personalties, Mr. Bengston has worked out a nice system. He separates the students physically and does not allow them to keep the tests. Where classroom structure does not allow separation, I would recommend that two sets of test be made up and alternated between the students. Also, a Professor should be in a position where he may watch the students but that the students cannot watch him; as at the back of the room. This would combat verbal communication between students, something which I noticed on more than one occassion.

-1. Keep classes as small as possible. 2. Give Essay tests. 3. If objective tests are given, distribute tests so that every other person has different one.

(Form of Test)

-Have tests only of the essay type and assign different questions to different students.

Replies to questionnaire on Cheating

6. Do you have any other suggestions to make that would help Hartnell instructors to keep cheating at a minimum?

(Form of Test)

-(1) More essay questions, (2) Don't be too obvious about preventing cheating, it presents a challenge some can't resist. .... was a favorite--he was to afraid someone would walk off with a test--many did just to prove it could be done. (3) For Petes sake, at least change the order regular test questions are in. Some profs get too lazy to make up new tests some are as old as Hartnell. Students know who uses the same tests over and over--a good memory can be used to a profit with next semester classes. It is extremely discouraging to a good student to find the final exam. has been given to a football player ahead of time by the prof. (Poli. Sci.)

-Essay tests make it difficult to cheat. If one gives both essay and objective--it gives students a chance in both areas. Also, classes that are dynamic in which students are encouraged to think--to take part, create academic pride. The courses which have accumulative mid-term, final tests only are enough to depleat interest and drive mediocore students to cheating from pure fear, dull courses.

-Tests should be essay. In the English composition classes it is virtually impossible to cheat on a composition test. All classes should require this type of test. It would be an indication to the instructor for his knowledge as to whether or not the student is learning.

-Essay tests, rather than objective tests, are by nature almost impossible to cheat on! In addition, they would give students needed practice in writing, and they would help prepare students for upper division, where there are mostly essay tests.

-Use essay questions--have student assistance to help watch the students--have a special large room to use for tests especially finals--good example would be Mr. Bengstons final exam paper and area.

-Essay type test is good for a minimum. Objective w/5 choices maybe.

-On an essay test files of the old tests should be kept in the Lib., the week before the test the questions should be given out to the students. Let's say that the list has 10 questions the day of the test the teacher picks two questions from the list to be answered. If some of the students are so clever as to write the answers before the test, then the teacher could collect the blue books before the test, so that he can check and/or put his mark in the books. The nature of this practice would almost abolish cheating. The hoped outcome would be that the students would learn more.

-Yes, essay exams should be given. If not possible do like the air force does--have three or four people keep an eye on the examinees.

-Have teachers give more essay, or subjective tests.

-Essay Exams--Changing the tests every semester, varying the types of exams.

-Give well written comprehensive tests.

-Give essay type tests.

-1. Have more oral testing, 2. No books or other materials allowed on or by desks on test days, 3. More "roaming" by instructors to better supervise students taking examinations.

-Give test which require more thinking.

(Blue Books)

-Blue books should be passed out BLANK--many students come to class with information already in them. It is a ready made and all to easy instrument of cheating.

Replies to Questionnaire on Cheating

6. Do you have any other suggestions to make that would help Hartnell instructors to keep cheating at a minimum?

(Blue Books)

- Just remember to have blue books turned in to Prof. before test. Have him check blue book to see that cheat notes are not present, then have him initial book and hand it out to students. Some students switch books, that is why the initials. Some students actually fill them out ahead of time, that is why they should be handed in first.
- If classes require Blue Books have them checked before the test is given. In my opinion the only way to stop cheating in any college or University is to give all essay tests which are very closely supervised with two instructors.
- Students should enter the room with nothing but their writing instrument in hand, and should be prepared to purchase blue books, marked in some way by the instructor, from the professor. Larger rooms for testing purposed when the class includes a large number of people would also be better.
- I would suggest that all teachers who give Blue Book exams be required to collect the books before the exam. They should check the books and then give them back to the class.
- Check all blue books for answers that could have been filled in earlier. Place one student who is not taking the test in back of the class, preferably a "red hot" or your straight "A" student to aid in watching for cheating. Place question in different orders, especially fill in's or T or F.
- You must be be careful here since I observed many students at Hartnell bringing to class completely filled out blue-books. I believe in such classes as in 2 more essay tests would eliminate cheating plus by making up completely different tests each semester.
- 1. Have teachers hand out blue books, paper, etc. 2. Change tests from semester to semester or at least alternate, 3. Don't leave room (teacher) during test. 4. Have seating arranged irregularly. 5. No books or notes near student.

(Changing Tests)

- Instructors whould not give the same test questions, esp. essay questions to their other classes. Blue books should be checked and signed or sold by instructors right before a test. The habit of putting all the student's books and other things on one table should be used all the time.
- (1) A and B tests--alternating rows, (2) making new tests up each semester.
- Give two different exams and distribute them to every other row, this is very effective and is used at San Francisco State.
- Two or three different forms of tests--with the same questions, only in different order.
- Classes with more than one section: each section should have differently planned (or even differently worded) tests. (b) Single sections: No tests from any outline books or materials, seating charts comparison to right or wrong answers.
- It would be a lot more work for the teachers, but by giving different tests to each class would help minimize cheating.
- It would help if the test were different each year and have different number test to give to the student. It would help to have three or four tests with the number rearranged.

6. Do you have any other suggestions to make that would help Hartnell instructors to keep cheating at a minimum?

(Changing Tests)

- I suggest that all instructors should be required to give different tests each semester. Under these conditions, during a given semester, tests could be returned and students could learn from their mistakes. At present, some teachers absolutely refuse to return finished tests, which, in my opinion, incapacitates some students (psychologically perhaps), and thus encourages them to cheat in order to receive a good grade.
- Several test forms for each test alternated among students.
- don't use the same tests year afer year.
- change their mid-term and final tests every semester.
- The only suggestion offered here is: the instructors should vary their tests and during exams, seats should be assigned so that two "friends" can not sit side by side.
- One sure method of keeping it to a minimum, would be for the instructor to have different sets of tests. Each section would have a different test and would eliminate much answer passing. Also, essay tests are hard to cheat on. You know it or you don't.
- The only things that I can suggest is that each teacher have a different set of tests for each class, mix up the pages on the test for each class, and make up a new test for each year. True this is more work for the teacher, but might be a step for less cheating.
- I feel instructors could reduce cheating if they would change their tests from year to year making sure they never use the same test twice.
- tests which are not as "cheatable" could be used--forms changed.
- If it is not in use at the present time, several forms of the examination would prevent cheating. Also, when an instructor has several sections of the same class. Sometimes information is passed around as to what the earlier sections of the class had on an exam. Although this suggestion would include a tremendous amount of work for the instructor, variety of examination material would cut down considerably on cheating.
- Instructors should try to break away from giving students material that requires memorization. Except in math or chem., etc. The students would, let's say, be given books, or parts of books that deal with the subject in question. They must familiarize themselves with the material. Readings and discussions in class, etc. When time for the final test, or periodic tests, the students are told that the test will be open book. The student who did not read, etc., obviously will have trouble finding the answers in the book. The good student may not even have to open the book because he took it upon himself to read. I have taken many open book tests when I didn't read the material; they were probably the hardest tests I have taken.
- Make up two or three different sets of tests for the same test and alternate them accordingly throughout the class. Anyone who is copying from the person next to him will be getting the incorrect answers.
- On objective type of exams the instructor should prepare the same exam in two or three different ways by rotating the questions around. This would keep the student from looking at papers on either side of his isle. Or exams should be 50% objective and 50% essay. This will obviously defeat cheating by the student who does well on the objective part and poorly on the essay.
- Mimeographed tests should not be used more than once, if possible. Teachers should not let the students keep the tests.

6. Do you have any other suggestions to make that would help Hartnell instructors to keep cheating at a minimum?

(Changing Tests)

- I would suggest that make-up exams be given on subject material not duplicating the original test, or that lesser grade credit be given. I realize that this entails extra work for instructors but would eliminate "I'll take this test first and you take the next one". Of course, this loophole is an obvious one but it is one resented deeply by honest students.
- I think it would be wise to give classes (in same subject, but meeting at different times) differing tests. I've known students who take only classes that have classes meeting before and taking the tests before their class meets.

(Penalties and Grading)

- If teachers could take the fear of flunking away, cheating might be lessened. For instance, as an experiment some teachers could in the very first class period say that a D will be the lowest grade that no one will flunk. Some will be motivated and some will just loaf. But it might help 3 or 4 and that could be worth something. It might eventually help many.
- 1. Keep classes small and personal (if possible), 2. Threaten cheaters with stiff penalties as "If anyone is caught cheating on any test or quizz, he'll receive a F for the semester."
- Yes, I got one but it is pretty strict. If anyone is caught cheating on a final test to be thrown out of school and more daily test. To have the student gain more confidence in hisself when the finals are coming up. (This is what the Army does and it seems to work pretty good.) Of course, this is the Army.
- Mr. James has a good system. If caught, 'f', some of the other teachers use this. A great deterrent. If you are going to gamble might as well make the stakes as high as possible.
- Teachers should give students an "F" or "D" if they catch cheaters. They say that before they give the test, but pupils still cheat despite the warning, and I think the teachers know that they do.
- If a person is caught cheating, an automatic "F" for that test might help keep cheating at a minimum.
- Though the following may sound harsh, I feel it is necessary to safe guard the integrity of your degree. Instant and summarial discharge from your institution would weld the proper attitude with the student. Any less coercive effect, I fear, would offer no decrease in the amount of cheating.
- Introduce some good old military methods. Make it tough on cheaters by threatning to oust anyone caught cheating. This will mean a semesters work down the drain which anyone with a purpose for being at Hartnell will think twice about.
- Try to keep all standards high and provide stated penalties for cheating.
- Give a short oral exam to those suspected of cheating. (2)

(Other Suggestions)

- Cut down on busy work. Re-evaluate required courses, change tests often. Stiffer penalties for cheating.
- (1) Fair tests, (2) Reasonable course requirements, (3) No tricking the student with misleading or over difficult questions, (4) Friendly instructor attitude, (5) Emphasize trust of students, as adults, by instructor, (6) Relax on the subject of cheating--not many people can get an education that way or even pass enough courses for a diploma. The habitual cheater is a poor student who rarely comprehends the course material well, and who has poor study habits. Practically no cheating among upper division at Cal.

Replies to Questionnaire on Cheating

6. Do you have any other suggestions to make that would help Hartnell instructors to keep cheating at a minimum?

(Other Suggestions)

- Be sure your students understand what is being covered. I know many times a student thinks a question he wants to ask may seem silly and won't ask it. Then someone else asks the same question. Give several small quizzes that aren't titled mid term or Final exam.
- Prepare the students for the tests. No need for cheating if the material is learned.
- It's up to the teachers to install in their students a definite pattern in regard to cheating. There should be no punishment used at this level but some of the students are not ready to be completely on their own. If I had the problem in my class I'd make the test's harder! The curve straighter. Your good students will show up. Check answers carefully--especially essay questions.
- Ease up on the general requirements.
- Too much importance is placed on grades, but that is one of the evils of our school system. Most instructors handle the problem with strict supervision which is good.
- Instructors apparently have made every effort to keep this practice to a minimum by destroying old tests, alternating 2 copies of different tests per course, leaving vacant seats between students. However, I have noticed that the more emphasis that is put on this problem--the more the students rebel against the instructors and the instructors's efforts to teach and instill proper study habits. This I have noticed from the students themselves. I feel that Hartnell is maintaining a staunch position in trying to maintain the highest standards in its testing program but that students will have to learn to study and realize that by cheating they're only hurting themselves. Congratulations to Hartnell if you can do it.
- No, I believe Hartnell's instructors have done all that could be expected. Cheating should be curbed of course, but at the same time, care should be taken not to make everyone feel like a criminal. And I believe the teachers at Hartnell were able to be in firm control, but with a relaxed atmosphere.
- Cheating will not happened if the instructor won't help them. Honesty is the best policy, but degree is the best way to make the money.
- My best suggestion would be to advise teachers of today's pressures to which students are constantly exposed & that by realizing this and attempting to ease the pressures of too much work at once and attempting to convey this expression in lectures; all while still maintaining a good strong academic atmosphere cheating might be held down.
- The students should be made to see that they are hurting no one but themselves. Importance should not be placed in the degree but in knowledge. Everyone has the idea to get something for nothing and it doesn't end with college. As classes get bigger and more impersonal the problem is greater.
- It's actually up to the individual instructor. I've taken tests for Mr. Jensen and he's never in the room and nobody cheats. If the instructor builds up the respect of his students and instills a mutual trust between himself and his students. In some classes the final grade could be based on the papers written during the semester and the participation in the discussions and have no formal tests.
- A careful scrutiny into the writing of term paper. Change of text books now and then to discourage the buying of previous class's notes and tests.
- I think that if a class is interesting the students study more and then they don't need to cheat.

6. Do you have any other suggestions to make that would help Hartnell instructors to keep cheating at a minimum?

(Other Suggestions)

-Many of the instructors are presenting the same "canned" material they were presented in college. The students need dynamic instructors who will inspire them to commit themselves to something (hopefully to obtaining an education). Encourage concern in politics. Relate courses taught to present world problems.

-Cheating will go on, I think always. This is how cheating affected me (or vice versa). If I did not know the material when I went into a test, either from lack of preparation and goofing-off or from non-comprehension of the subject, I would do almost anything to help me get a C or better on the test. In Psych. for some reason I knew the subject well and could guess accurately what would be on the test and got A's and B's without much more than 2 or three nights serious studying. Maybe if a professor would limit the material to be included on a test less cheating would occur. In other words, for a mid-term over say 6 chapters of history, he should go through a couple of cheaters, say "Know this, this, this, perfectly; read this and this over, study this and this and this." Then if he'd give his tests so that the main points covered in his lectures, etc., would carry the most weight on a test, this may make studying a little easier. Of course, this sys. would have to be done in such a manner that the student would have to at least read or study lightly all the material. However, I realize there's no substitute for continual day to day studying and maybe I'm looking for an easier way to get through college! Another thing with helping to learn the material and preparing for a test is reading. Your reading course is pretty good but it did not help me much at all. You teach increase in reading speed on the assumption that the person doesn't verbalize to himself. In my case you should have taught the skill of reading groups of words in flashes, with the shortest possible and less number of fixations per line as possible. Perhaps you should test people and place them in a class according to ability and give special attention to abnormally slow individuals.

-Usually the classes with the best instructors have less cheating. The good instructor has control over his class; a student would not think of cheating. Even if the instructor only looks up a few times throughout the hours a student will tend to cheat less.

-It's up to the teachers to install in their students a definite pattern in regard to cheating. There should be no punishment used at this level but some of the students are not ready to be completely on their own. If I had the problem in my class I'd make the test's harder!! The curve straighter. Your good students will show up. Check answers carefully--especially essay questions.

-I believe most instructors do their best to keep the opportunity to cheat away from students. But more care should be taken with test papers, it seems students manage to see a test before they take it.

-By more stress on personal honesty.

-Just to remind students that one day they will be faced with a test with no one to help or get information from.

-No!!! I feel everyone for themselves. If a student feels they can learn by cheating let them cheat!!! They will find out sooner or later when they find a job!!!!!

-I cannot answer this--I feel it would help if instructors held the attitude that students would not cheat instead of inferring they expect them to--however most of my instructors did present that attitude.

To help us make improvements in our evaluation of student course work and grades we ask you to comment on the following questionnaire in a careful and thoughtful way. The results will be used only to make a general report. Names will not be used and you need not sign this sheet. These questions and the follow-up study questionnaire will be separated as soon as we receive them so we will not know who made the comments. We are interested only in learning how our past students feel about the "cheating problem" at Hartnell, and we are not interested in the past—only in helping to improve testing and grading in the future.

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1. How many students do you estimate cheat in classes at Hartnell? (Circle the approximate percent.)

   10%   25%   50%   90%   100%

   Comments:____

2. Are there certain departments in which cheating occurs most frequently?
   Yes _____ No _____
   Comments:____
   ____

3. If your answer to No. 2 was "Yes", in your opinion, does more cheating occur in courses required for graduation rather than in other courses?
   Yes _____ No _____
   Comments:____
   ____

4. Do you think that an Honor System would work at Hartnell? Yes ____ No ____
   (An Honor System is one in which students are not supervised when they take tests.)
   Why or why not?____
   ____

5. Would a statement on blue book tests such as "I hereby affirm that I have neither given or received help from other students or other sources on this test" to be signed by each student help prevent cheating?
   Yes _____ No _____
   Comments:____
   ____

6. Do you have any other suggestions to make that would help Hartnell instructors to keep cheating at a minimum?
   ____
   ____
   ____
   ____